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ABSTRACT

This recruitment package consists of materials designed to assist those individuals who are responsible for recruiting students into postsecondary vocational education programs. The package, which may be used either as a guide to establishing and implementing a new promotional policy or as a resource to use when planning a specific promotional effort, contains seven instructional units and a how-to-guide. Addressed in the individual instructional units are the following topics: the nature and rationale of recruitment, marketing, recruitment activities, the role of career information and counseling in recruitment, evaluation, future directions, and a final recruitment product. The how-to guide deals with such aspects of planning and implementing a recruitment program as conducting a needs assessment, preparing marketing materials, writing advertising copy, deciding which media to use, using effective graphics and some tricks of successful promotional campaigns, planning a career awareness program, developing a public-relations proposal outline, and formulating a recruitment calendar. Concluding the package are examples of effective artwork and copy that have been used in recruitment efforts in different areas throughout the country. Appendixes to the volume include sample newspaper articles, sample radio spots, a discussion of advertiser and advertising agency and media relationships, and a description of the Florida CHOICES career-exploration program. (MN)

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FINAL REPORT

A Recruitment Package For Postsecondary Vocational Education

A Product of
Project Number 4-2C31
From August 1, 1983 to August 31, 1984

Identification of Recruitment Barriers to Vocational Training Programs as Perceived by Students, Teachers, Counselors, and Administrators in Selected Florida Schools

Phase III

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Appreciation is also expressed to Diana Lynn Holder for typing and work processing the drafts and final report.

Preface

The purpose for this package is to provide recruiters in postsecondary institutions with the knowledge, guidelines, and examples (models) for the mounting of an effective and efficient recruitment campaign to benefit their educational institutions.

The readers of this package, upon completing the activities described within, will be able to:

1) write a promotional campaign for an institution, program area (vocational-technical education), program (e.g., water utilities management), or course.

2) write or select effective brochures, flyers, or posters.

3) write or select effective press releases, whether announcements or stories.

4) write or select effective radio releases.

5) write or select effective television releases.

6) choose various other promotional media.

7) design and implement recruitment activities.

8) design and implement appropriate support services (e.g., counseling) to recruitment.

9) evaluate all or any of the above tasks, one through eight.

The primary audience for this package is people who are responsible for the recruitment of students, young adults and adults, to career training programs (vocational-technical-occupational) in two-year postsecondary institutions. It is believed that other postsecondary recruiters and other educational programmers will find the contents useful. This secondary audience might include: recruiters for colleges and universities, program developers for continuing education programs and professional associations, workshop planners, and ABE program directors and teachers.

HOW TO USE THIS PACKAGE*

This package is designed so that it can be used in two ways. It is a guide to establishing and implementing a new promotional policy and effort. It also can be used for specific promotional needs, such as how and when to use direct mail, radio and other media; how to expand the use of counseling as a recruitment tool; or, how to target and recruit a specific audience.

The first step in the use of this recruitment package is to assess your particular promotional needs. After that initial step, you can identify the units that will help you solve those promotional problems by reading the table of contents.

The second step is to read the sections you need (or the entire package for the design of overall recruitment effort) and to follow the steps in the checklists provided.

The third step is to evaluate both the results of the recruitment promotion effort and the recruitment promotion effort itself. For the former: how many people responded; how many poeple enrolled; were they from your target audience, etc. For the latter: even if it is successful, what should be added or deleted; who else should be involved; will this work again or was this a one-time-only activity; would this work with another audience, etc?

The final step is to implement the new policy and effort.

Throughout this package there are references to the "How To" section of the manual. This section contains checklists, guidelines, sample forms, etc. designed to help the reader apply the various activities described in previous sections. They will assist with assigning priorities, finances, and personnel to recruitment activities.

*Assistance with using or implementing any portion of this package is available from the staff of the Department of Agricultural and Extension Education, University of Florida.

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UNIT I: BACKGROUND AND INTRODUCTION

WHY MARKETING FOR RECRUITMENT?

1

INSTITUTIONS, DEPARTMENTS, AND PROGRAMS DEPEND UPON ENROLLMENTS, STUDENT SATISFACTION, AND A POSITIVE PUBLIC IMAGE FOR SURVIVAL. WHEN THE FOUR P'S OF MARKETING WERE RATED FOR HOW THEY AFFECT EDUCATIONAL PROGRAM SUCCESS, THE FOLLOWING WAS REVEALED:

PLACE	15%
PRICING	18%
PRODUCT	27%
PROMOTION	40%

Dennis L. Johnson advises educators that now is the time for "Facing Up To the Dragons" and to learn how to market education. His article is on the next three (3) pages.

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FACING UP TO THE DRAGONS

Dennis L. Johnson

Faculty in academic departments and programs must learn nonprofit marketing if they are to exert any real control over the quality of their work and their very future. Departmental autonomy is a valued component, or so it is believed. But autonomy without vision or responsibility may well be the reason some departments become centers of decay and decline. If departments choose not to manage their futures, they will be managed by others. A department is an enrollment center for majors, and a service area for other segments of an institution's many offerings. The department that chooses to control its future might ask these difficult, but necessary questions:

- If some of our courses were not required, would the department survive?
- Has the department reviewed the evolution of its courses, and terminated those that are not meeting enrollment minimums, or that are not necessary to meet major requirements?
- Are department heads managers, colleagues, or caretakers?
- Are inept faculty members terminated or protected?
- Does the department understand its role in the academic marketplace, both internally and externally?
- Is marketing research a tool used in decision making and planning?
- Are potential and presently enrolled students told of career and employment opportunities and limitations?
- Are the internal and external images and perceptions of the department regularly analyzed?
- Are profiles of student success and failure developed in the context of retention patterns and in the ability of individual faculty members being able to deal with attrition?
- If the department were terminated, would anyone notice?

The questions are practical, tough, and centered on the department as an objective consultant to itself. Departments are generally discipline based, yet most careers rarely follow the format of a major. Departments, historically, are political units sharing increasing or decreasing pieces of an enrollment pie. When the whole pie is reduced, threatened, or marketplace needs change, turf and turbulence become real.

Most community colleges have structures that are generally based on a four-year model. For them, the liberal arts served as the foundation for institutional development, with career, vocational, and technical programs incorporated to insure comprehensiveness. The first two years, followed by transfer, sounded ideal in a period of growth and in the education planner's office. However, the student marketplace voted for the practical—and the liberal arts components suffered.

The question must be asked, "Is there a future for the liberal arts in the community college?" It would seem that there definitely should be, but the future depends on making changes that may be painful but in the long-term productive.

A department's products are many, and are too often misunderstood by those not of the department. Philip Kotler's definition of products states that: "A product is anything that can be offered to the market for attention, acquisition,

Dennis L. Johnson is president of Johnson Associates in Illinois.

Faculty must figure into the marketing process.

use, or consumption that might satisfy a need. It includes physical objects, services, persons, places, organizations, and ideas." (Kotler, *Principles of Marketing*)

The department is where educational courses (products) are conceived, developed, evaluated, recycled, offered, terminated, and, it is hoped, become part of a total learning and life experience. Unless individual faculty members in the departments see and understand their departments as both major and service areas, the revitalization of departments, the liberal arts, or community colleges themselves will not occur. Moreover, nonprofit marketing will fail, over the long term, if faculty and departments are ignored in the process.

The unmet needs of students of any age are the exciting challenges for a creative, innovative, and quality-oriented faculty person or department. Many potential students do not even know their needs and wants, yet they know they want to become improved "products." Nearly every student begins college, or a course, with the intent of becoming better because of the experience. The learning product (course or program) and the improving student product are a unique part of higher education. When both the teaching and the student improve, a mutually beneficial exchange relationship develops. The cycle of need, delivery of learning product, and satisfied student is the difference between high attrition and high retention.

The department that is really creative, and willing to objectively analyze itself, might want to consider a concept I call *zero-based curriculum*. By starting from ground zero, a department becomes vulnerable, yet creates an environment where change is acceptable and desired. The process is one wherein every course in a department is audited as part of a total marketing audit in the department. Questions such as the 10 that began this article would be asked on a yearly basis.

The management of the department would begin with the chief academic officer requiring that yearly audits be completed by the department head and personnel in the department. This would result in the evolvement of a quality circle system such as used in Japan and by forward-thinking American businesses. The quality circle concept states that those closest to the service or product can best deal with its problems, opportunities, and quality. Casey Fast, director of productivity at Lane Community College in Oregon, has successfully used the quality circle concept as part of Lane's efforts to increase productivity.

Nonprofit marketing, if done properly, releases the genius that exists—though dormant in too many cases—in every department and college. In the zero-based curriculum audit, departments would consider these additional questions:*

- Does the course, program, or major have new or extended uses? (Underenrolled physical education and health programs offered as corporate "wellness" programs.)
- Is the curriculum generic, or can it be identified in specialized ways to make it different? (Writing and English courses for specific jobs and careers—computers/robotics/accounting.)
- Can the curriculum become better known through promotional efforts and by market segmentation? (Mini-courses with teachers of like discipline in the high schools.)
- Are there broader markets that have been ignored, or not well served? (U.S. History from an Hispanic perspective.)
- Can perceived or real disadvantages of the curriculum be turned to advantages? (History seen by many as tedious, yet, the development of a term paper is a planning and writing process necessary in nearly all employment fields.
- Can pricing for low demand/high demand courses be adjusted? (Differential pricing for courses offered when equipment of computer usage limits enrollment.)
- Can the by-products of a course or major be marketed as advantageous? (English and rhetoric as tools of career and business success.)
- Can the curriculum be marketed in a more compelling way? (Philosophy and religion courses as a method of clarifying personal values.)
- Do new social trends, life-styles, economic, or psychographic changes lend themselves to curriculum modifications? (The college serving as a "social support" in developing direct communication between persons with like interests.)
- Can the "place" of course availability be improved, new channels developed, and optional times made available? (Triton College offering

*Questions adapted from *Wall Street Journal* article (Feb. 18, 1982, p. 35), "Ten Ways To Restore Vitality to Old, Worn-Out Parts."

midnight classes for swing-shift factory employees.)

The zero-based curriculum requires that conscientious attention be given to institutional and marketing research. Without professionally completed research, the foundation of marketing and departmental change is but sand. The marketplace and learning needs literally change by the month. The economy, proposed changes in federal student and institutional aid programs, unemployment, and different attitudes toward college are but a few of the monthly changes of the last year. Research, on an ongoing basis, increases the mobility and adaptability of a department. A proactive department will be strong in the 1980's—the reactive department may react too late.

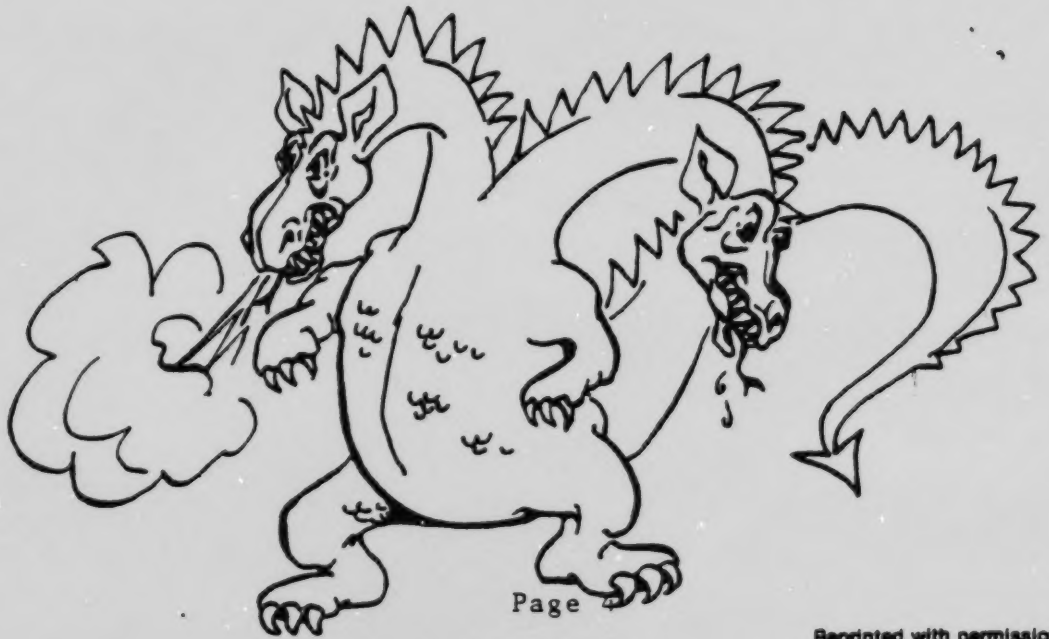
The community college must come together if it is to serve the community. A department is part of the whole, yet is a form of specialized learning. Philip Kotler defines marketing as "the effective management by an organization of its exchange relationships with its various markets and publics."

Probably the most important first step is managing the exchange relationships between faculty members in a department, and departments together, as part of the whole. The bringing of the college community together, through nonprofit marketing, forces positive change, and clarifies internal and external relationships. John Corbally, president emeritus of the University of Illinois, recently stated at a Johnson Associates marketing conference, that "faculty may have tenure . . . courses do not."

A course, program, or major must be vital, challenging, interesting, and of quality. Nonprofit marketing, if done properly, assures quality through analysis and change. When times are difficult, quality becomes even more important. Community college faculty members, departments, and managers enjoy expanding student markets because needs change even when numbers decline or remain constant. Nonprofit marketing will be much more than credit hours and full time equivalent enrollment in the 1980's. Gaining and maintaining public confidence and support through lobbying and image building are the market challenges and opportunities.

J.R.R. Tolkien said it well: "It does not do to leave a live dragon out of your calculations, if you live near him."

There are dragons on the horizon, but they are far less formidable when faculty and departments become partners with administration and the public. □



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WHAT IS RECRUITMENT?

There are a variety of definitions for the recruitment efforts of postsecondary schools. These definitions can be hard:

> the aggressive attraction of all community citizens for consideration of the opportunities and advantages of an institution's educational offering;

or soft:

> student recruitment includes but is not limited to the identification of possible enrollees for the purpose of supplying them with information and materials necessary for their ultimate matriculation to the (name of institution) into meaningful curricula of their choice;

or broad:

> distribution of information to the community for the purpose of encouraging eligible persons to enroll in courses and curricula offered by (name of institution);

or specific:

> those activities of both ongoing nature and specific short-term efforts which are designed to increase the student body and specific course enrollment within the various classes offered by (name of institution).

These definitions suggest institutional reasons for recruitment efforts of postsecondary schools - yet, successful programs and schools are those that meet learner needs. A definition of recruitment then should make explicit the benefits to the institution. An example is:

> Student recruitment is the distribution of institutional and program information to potential enrollees and influential others that will result in the community recognizing the benefits of partaking of the offerings and subsequently result in increased enrollment and other support of the institution.

This definition suggests that the educational manager would be wise to become more than casually acquainted with the concepts of adult needs and their attainment through the educational process (Gardner, 1969). There is a relationship between needs and educational participation.

When adults decide to engage in a new activity, they typically proceed through a five stage adoption process:

1. Awareness entails obtaining initial information from one or more sources. During this stage, non-personal sources of information (mass media) usually provide the initial exposure to a new idea or program. In contrast with white-collar adults, who typically obtain information about educational programs from non-personal sources (such as newspapers, magazines, pamphlets, radio and television), blue-collar adults typically obtain information from personal sources (neighbors, friends, and acquaintances). Blue-collar adults are thus at a disadvantage because their acquaintances are likely to have little knowledge about opportunities and programs.*

2. Interest is reflected in seeking additional information about the program. Among undereducated adults, personal sources are more effective than non-personal sources. Among non-college-bound young adults, others somewhat older, are an important source of information.

3. Evaluation consists of weighing the advantages and disadvantages of participation. Personal sources are more influential than non-personal mass media. People who influence evaluation tend to be friends rather than relatives, professional counselors, or teachers. Conversations with these influential people provide information and emotional support for the decision and tend to reaffirm rather than change previous attitudes.

4. Trial consists of trying the idea on a small scale in a tentative manner. This is the stage where many undereducated participants drop out, and it calls for counseling education participants and for assurance that the first class session will be a positive experience.

5. Adoption consists of deciding to continue in the educational activity. (Sometimes after a practice is adopted it is rejected, and this stage is sometimes termed disadoption.)

Many factors influence participation in educative activity. Some influential situational factors are: job change or other life role change, other people encouraging participation, and receiving financial assistance. Personal factors include: interest in a topic, high educational level, strong need for achievement, perceived benefits, and placing a high value on education. In a vast majority of cases, monetary reasons were given for participation in vocational-technical education endeavors.

* Vocational educators must overcome this disadvantage.

There are three primary components that affect educational participation. They are:

1. Information source - this is the most frequent source of first time or primary information about vocational-technical training opportunities:
   A. Institutional material
   B. Institutional personnel
   C. Friend (not student)

2. Personal influence - this is the most frequently cited influence source that affects learners' decisions to attend a vocational-technical school:
   A. Parent
   B. Friend
   C. Spouse
   D. Employer
   E. Institutional personnel
   F. High School counselor

3. Institutional attraction characteristics:
   A. PROG - educational programs or courses available
   B. LOCA - location (nearness to home)
   C. COST - low cost
   D. INST - quality of instruction

Table 1 shows the relationship among these components. This table contains the results of a survey conducted in North Carolina, and does not reflect Florida's multi-cultural nature. However, it does indicate the various factors that should be accounted for or included in any institutional recruitment (promotional) campaign.

Table 2 shows how Florida's postsecondary students ranked twenty identified factors as to the degree each factor influenced their enrollment in a vocational training program. This table contains the results of a study conducted by Waltz, Arrington, Cheek, and Beeman (1984).

Furthermore, administrators who understand the wide range of influences on educational participation, can apply this knowledge to improve understanding of target audiences whom they seek to reach and serve. Marketing is a specific way to attract participants.

Table 1

Summary of Factors Associated with Student Recruitment

Characteristic	Information Source	Influence Source	Institutional Attraction Characteristic
Students (overall)	Friend	Friend	LOCA (PROG, COST)
		Demographic Characteristics	
AGE:			
Under 23	Institutional personnel	Parent	LOCA (PROG, COST)
23 - 49	Friend	Friend	PROG (LOCA, COST)
50 or over	Friend	Friend	LOCA (PROG, INST)
SEX:			
Female	Friend	Friend	LOCA (PROG, COST)
Male	Institutional personnel	Employer	PROG (LOCA, COST)
RACE:			
Nonwhite	Institutional personnel	Friend	PROG (LOCA, COST)
White	Institutional literature, Friend	Friend	LOCA (PROG, COST)
MARITAL STATUS:			
Single	Institutional personnel, institutional literature	Parent	PROG (LOCA, COST)
Married	Friend	Friend	LOCA (PROG, COST)
Other	Institutional personnel, friend	Friend	LOCA (PROG, COST)
MILITARY VETERAN:			
Yes	Institutional personnel	Employer, Spouse Spouse or Friend	PROG (LOCA, COST)
No	Friend	Friend	LOCA (PROG, INST)

Table 1 (continued)

CHARACTERISTIC	INFORMATION SOURCE	INFLUENCE SOURCE	INSTITUTIONAL ATTRACTION CHARACTERISTIC
RESIDENCE WHILE ENROLLED:			
Parents	Institutional personnel, institutional literature	Parent	LOCA (PROG, COST)
Spouse and/or children	Friend	Friend	PROG (LOCA, COST)
Other	Institutional personnel, employer, friend		PROG (COST, LOCA)
EMPLOYMENT STATUS:			
Full time	Employer	Employer	PROG (LOCA, COST)
Part time	Institutional personnel, institutional literature, friend	Friend	LOCA (COST, PROG)
Unemployed	Friend	Friend	PROG (LOCA, COST)
SOURCE OF INCOME:			
Financial assistance	Institutional personnel	Friend	LOCA (PROG, COST)
Employment	Institutional literature	Friend	PROG (LOCA, COST)
Family	Friend	Friend	PROG (LOCA, COST)
		Socioeconomic Characteristic	
HOUSEHOLD HEAD'S OCCUPATION:			
White collar	Institutional personnel, institutional literature, friend	Friend	PROG (LOCA, COST)
Blue collar	Friend	Friend	LOCA (PROG, COST)

Table 1 (continued)

CHARACTERISTIC	INFORMATION SOURCE	INFLUENCE SOURCE	INSTITUTIONAL ATTRACTION CHARACTERISTIC
Farm	Institutional personnel	CC/TI personnel	LOCA (PROG, COST)
Unskilled	Institutional personnel	Friend	LOCA (PROG, COST)
STUDENT'S ANNUAL INCOME:			
Under $4,000	Institutional personnel	Parent	LOCA (PROG, COST)
$4,000 - 7,999	Institutional literature	Friend, employer	PROG (LOCA, COST)
$8,000 - 11,999	Friend	Spouse, friend	PROG (LOCA, COST)
$12,000 and over	Friend	Spouse, friend	PROG (LOCA, COST)
		Academic Characteristics	
EDUCATIONAL ATTAINMENT:			
Not high school graduate	Friend	Friend	PROG (LOCA, COST)
High school graduate	Friend	Friend	LOCA (PROG, COST)
Some post-secondary	Institutional literature	Friend	LOCA (PROG, COST)
PRIOR FULL-TIME ENROLLMENT IN 4 YR. COLLEGE/UNIVERSITY:			
Yes	Institutional literature, friend	Friend	PROG (LOCA, COST)
No	Friend	Friend	LOCA (PROG, COST)

Table 1 (continued)

CHARACTERISTIC	INFORMATION SOURCE	INFLUENCE SOURCE	INSTITUTIONAL ATTRACTION CHARACTERISTIC
		Attendance Characteristic	
TIME OF ATTENDANCE:			
Day	Institutional personnel	Parent, friend	LOCA (PROG, COST)
Evening	Friend	Friend	PROG (LOCA, COST)
HOURS OF ATTENDANCE:			
Part time	Friend	Friend	LOCA (PROG, COST)
Full time	Institutional personnel, institutional literature	Parent	PROG (LOCA, COST)

This overview does not tell the whole story. For example, although a friend (not a student) was indicated by 17 percent of the respondents as being the first source of information, when institution dominated sources were combined (personnel, 15.9 percent; institutional literature, 13.8 percent; and TV, radio, newspapers, 19.3 percent), the institution itself was the source of first information regarding programs and courses available for 40 percent of the respondents. THIS 40 PERCENT FIGURE EMPHASIZES THE VALUE OF A RECRUITMENT EFFORT THAT UTILIZES EFFECTIVE MARKETING AND PROMOTIONAL TECHNIQUES.

The difference between marketing and selling is quite distinct. SELLING focuses on the need of the seller; MARKETING on the needs of the buyer. Selling is preoccupied with the seller's need to convert his or her product into cash. Marketing is concerned with the idea of satisfying the needs of the customer via the educational effort and the whole cluster of things associated with creating, delivering and consuming it. This includes, but is not limited to counseling, financial aid, tutoring, library, and other support services.

Table 2

Frequency Distribution, Mean Scores, and Rank Order of Each Factor for Influence Upon Students Initial Enrollment

Factors	No Influence 1	Minor Influence 2	Moderate Influence 3	Strong Influence 4	Mean	Rank
I needed the training offered by the school to get the job I wanted	9.68%	6.9%	9.2%	74.3%	3.48	1
I felt I could provide a better standard of living for myself & family if I obtained vocational training	8.9%	6.5%	17.0%	67.6%	3.43	2
The school has a reputation for quality programs	11.8%	10.5%	25.8%	51.9%	3.18	3
The instructors keep students motivated by relating classroom theory to job performance	14.6%	12.5%	25.8%	47.1%	3.05	4
The course in which I enrolled had a good record for placing students in the field in which they were trained	21.4%	12.2%	24.4%	42.0%	2.87	5
The school had a good reputation for helping its graduates find employment	22.5%	14.8%	25.5%	37.2%	2.78	6

Table 2 (continued)

Factors	1 No Influence	2 Minor Influence	3 Moderate Influence	4 Strong Influence	Mean	Rank
Special help was available at the school to assure student success	29.5%	19.7%	26.1%	24.7%	2.46	7
The class attendance policies suited me	32.5%	16.4%	24.7%	26.4%	2.45	8
Entry into and exit from program was simple	30.6%	21.3%	22.7%	25.4%	2.43	9
Students were allowed to apply work experience toward program completion requirements	37.6%	12.4%	22.8%	27.2%	2.40	10
The school motivated students by providing incentives based on student performance	34.2%	21.0%	27.5%	17.3%	2.28	11
Transportation was readily available and convenient	46.5%	13.9%	14.2%	25.4%	2.19	12
Financial aid was available	53.7%	9.2%	15.3%	21.8%	2.05	13
The school was close to my home	49.3%	17.8%	15.8%	17.1%	2.01	14

Table 2 (continued)

Factors	No Influence 1	Minor Influence 2	Moderate Influence 3	Strong Influence 4	Mean	Rank
A friend or former graduate of the program in which I am enrolled recommended it to me	57.1%	8.0%	13.6%	21.3%	1.99	15
The school allowed me to test out of some areas of course work where I had previous experience	53.1%	15.3%	15.3%	16.3%	1.95	16
Guidance personnel helped me to identify my interests and aptitudes and encouraged me to pursue vocational training	54.1%	16.0%	12.6%	17.3%	1.93	17
My part-time job was compatible with my school schedule	66.3%	7.6%	11.0%	15.1%	1.75	18
The school's night schedule allowed me to attend school and maintain a full-time job	83.1%	4.7%	5.4%	6.8%	1.36	19
Child care was convenient and appropriate for my needs	87.8%	4.7%	1.4%	6.1%	1.26	20

UNIT II: MARKETING

The central concept underlying marketing is exchange: marketing offers something of value (education and training) to someone (adults, learners) in exchange for value (participation and money). Marketing can render two specific benefits to educators. One is increased satisfaction of clients and potential clients through increased attention to desires of potential participants. The second is improved efficiency in recruitment activities. The third is increased enrollment, which should satisfy just about everyone.

There are some distinctions to be made between marketing and public relations and between marketing and selling. MARKETING uses advertising to call public attention to educational programs and services by emphasizing good qualities, thereby arousing the desire to use, patronize or "buy" those services or programs. PUBLIC RELATIONS uses similar techniques in order to generate good will and an understanding of an educational institution, program or service.

This unit contains four major sections: 1) Before You Begin; 2) Decisions to be Made; 3) The Media; and 4) Doing It.

BEFORE YOU BEGIN

There are several things the educator should know when setting out to design a marketing or recruitment plan. Included among these things is the Mission of the Institution. This mission statement can usually be found in an annual report, catalog or proposal for funding. The mission statement should apply to departments as well as to an institution. The institution's mission will set the parameters of program development and marketing.

WHAT TO DO WITH A MISSION STATEMENT

Mission Analysis

I. State what you think is the Program's general mission:

II. Indicate any special secondary missions that you think differentiate your program from other similar programs:

The second piece of knowledge the educator should have is an IDENTIFICATION OF THE AGENCY'S PUBLIC. A public is a distinct group of people with a potential or an actual interest in and impact on an organization (Bock, 1980, p. 135). In addition to students, the publics that educational institutions would target include: people within the institution (faculty and staff); people who support the institution (alumni, foundations and legislators); people who indirectly benefit from the institution's offerings (the general public); and the people who regulate the institution. Guidelines for doing public identification can be found in the How To Section: "How To Do Public Identification."

The third kind of information educational marketers should possess is KNOWLEDGE OF THE CHARACTERISTICS AND NEEDS OF THE TARGET OR MARKET PUBLICS. It is these characteristics and needs that are the seeds for participation in educational activities. (See the How To section for a brief overview on "Conducting A Needs Assessment.") Most institutions have information on their communities, on their publics, as well as on current and potential learners.

Some of the vital characteristics of target markets that should be considered are:

age range (mean and median) of the group
education in terms of average years and number of secondary and post-secondary degree holders
number of family units
average size of family units
number of births, deaths, and marriages per annum
type of employment and specific job
income range, mean, and median per person/family
ethnic background if predominant and/or unique to a given area or group
gender

When considering the composition of the potential market for vocational programs, consider the following:

your next-door neighbor
general public
union members
professional associations
religious groups
employee groups, (e.g., nurses)
drop outs
government employees
agriculture associations
credit union members
political office holders
various business and industry
trade associations
fellow workers

Complete the questionnaire in the How To section on your readiness to undertake a recruitment marketing effort. Then read "An Application of the Marketing Mix to Adult Education" reprinted, with permission, from Lifelong Learning: The Adult Years on the following three pages.

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An Application of the Marketing Mix to Adult Education

c Lifelong Learning: The Adult Years
January 1983. Reprinted with permission.

By Wray Buchanan and Frank Hoy

Only in recent years have institutions of higher education considered the application of sophisticated marketing techniques to deliver their programs. Historically, higher education has interpreted marketing very narrowly. Shipp (1981) described marketing in adult education as having evolved from a "product concept" to a "selling concept." Originally, academia designed programs and awaited the arrival of students who desired to learn. This was followed by the idea of advertising to prospective students to sell them on attending the programs. According to Shipp, adult education is now on the brink of the "marketing concept," which requires quality programs designed from needs assessments and promoted specifically to those having the needs.

To reach the marketing concept stage, academicians must apply the concept of the marketing mix (Borden, 1964). This concept requires that educators understand the interdependence of the four P's of marketing: product, place, price, and promotion. Evidence that some land-grant universities do use at least three elements of the mix—product, place and promotion—was given by Buchanan and Barksdale (1974). However, the application of the mix according to the precepts of the marketing concept is far from universal. This article describes the experience of one major land-grant university in applying the entire marketing mix to an adult education program.

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Marketing in Adult Education

Many case histories describing marketing efforts in higher education could be discussed; however, two are probably sufficient to point out the lack of total marketing planning in colleges and universities. Weirick (1978) described the 1977-78 marketing plan for Temple University. The plan included marketing objectives such as expanding the geographic distribution of the freshman student body. Weirick also related the primitive effort in compiling a market share analysis—primitive because the information needed to properly examine market share was unavailable. The plan outlined a schedule for direct mailings and personal selling efforts. However, a careful analysis of the plan revealed that the only marketing mix variable employed was promotion.

Similarly, Leach (1978) explained the implementation of the marketing process at Prince George's Community College. At the end of pre-registration for spring, 1977, there were indicators that the college might have problems in reaching the budgeted enrollment projections. A task force on marketing strategies was established. This group developed a four-stage (service, promotion, delivery, and evaluation) "marketing process." Although the process developed did enable the college to meet the enrollment projections, it was not a complete marketing plan addressing all the controllable variables in an organized manner. The question remains, could the use of all of the variables in the marketing mix have produced more enrollments?

Several recent articles support the notion that colleges and universities fail to employ fully the total marketing mix, and, thereby, do not reap the full benefits the marketing discipline can provide. Smith (1980) reported that marketing continues to be equated with "hucksterism" by many academics. He urges that a new view be adopted through which the entire marketing mix can be applied to compete successfully with the proliferation of profit and not-for-profit adult education agencies.

Murphy and McGarrity (1978) surveyed the admissions officers of 350 private colleges and universities. In responding to a question relative to the meaning of "marketing," 90 percent of all respondents believed marketing to be synonymous with promotion. Only about three percent seemed to have an awareness of some of the variables in a marketing mix other than advertising and selling.

Donnelly (1976) encouraging marketers to take a fresh look at the channels of distribution for services, pointed out that the problem of overdependence on one or two elements of the marketing mix is one that service marketers cannot afford. He said the slack created by restricting one ingredient cannot be compensated for by a heavier emphasis on another.

This brings us back to Shipp's (1981) notion of the evolution of marketing in adult education to the marketing concept stage. Described below is an example of how the entire marketing mix—product, promotion, price, and place—can make a difference in satisfying the needs of both the institution and adult learners.

An Experiential Lesson

A major, land-grant university de-

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veloped a Supervisory Development Program (SDP) in 1976 to meet an expressed need of industry within the state. Many firms were not able to send their supervisors to a university residential training facility because they could not spare the supervisors for a week at a time.

The idea of a course being offered in several towns within the state seemed to be the desirable answer. The problem with this concept was that the supervisors would still have to miss several days of work. What was needed was a combination of teaching methods which would permit the supervisors to miss only a portion of a workday per week. Gradually, a program concept emerged which combined correspondence study with a series of three-hour seminars. The seminars would help motivate the participants by giving them a face-to-face opportunity to ask the correspondence faculty questions. The seminars were scheduled at several towns throughout the state and were to be held every three weeks. The three week break between on-site classes permitted the students ample time to complete homework assignments. This plan allowed the supervisors to stay at home and kept them away from work only about four hours every three weeks.

The dispersion of the seminars throughout the state called for many local programmers or coordinators. The state's higher education system consisted of many four-year and junior colleges located within easy commuting distance of most state residents. The university was able to obtain the cooperation of over 20 of these colleges. The local institutions would facilitate the program and handle the registrations; a small administrative fee was paid to these institutions for this service. Any promotional help the local group could provide was appreciated but not financially rewarded.

The university designed a direct mail promotion piece which was mailed to approximately 7,000 firms in the state. The university had a field representative who made personal calls throughout the state to promote this and other programs of the university.

A fee was established which allowed a break-even registration of 16 participants. If each location registered 16 students, the university would be able to cover all direct expenses. More registrations per location would provide the university with a residual income (revenue minus all direct expenses).

Thus, in effect, the university followed good marketing practice by developing a consumer-oriented product and a plan using the four P's of marketing. A definite effort was made to design the plan so that all direct expenses would be covered by a registration fee.

The first year of the program was very successful, with many favorable comments from industry and with a residual income of 13,000 dollars. Year two of the program was approached with great anticipation. The university, elated over the revenue generated by the program, decided to add a Pre-Supervisory Development Program (PSDP) promoted in the SDP brochure. Local institutions offered one or both of the programs depending on local industrial needs or on space available at the institution.

The PSDP offering did provide some revenue to the university, but the costs also increased. Overall, the residual income was down in year two—9,500 dollars versus 13,000 dollars.

In year three, the field representative was asked to modify the programs to permit in-plant programs for a company's employees. These in-plant offerings were ideal for companies with 12 or more supervisors. Administrative cost savings allowed a competitive price.

The residual income in year three was only 2,400 dollars. Again, the costs of the programs increased faster than revenue. It was obvious that something needed to be done. One answer was to establish tighter cost controls. For example, an effort was made to cancel programs in locations with few students. This policy was difficult to administer, because local coordinators often wanted to hold programs with only eight or so participants.

In year four, the program was offered once again with no changes. The price was static. The promotional literature was virtually unchanged. The university provided most, if not all, of the personal selling effort. The local cosponsors received the same per participant fee. The first quarter results showed a 2,500 dollar loss (direct expenses over revenue). It was clear that changes were needed.

During the fourth year, an administrative reorganization resulted in the development program being assigned to a director appointed jointly to continuing education and the marketing department. This new marketing perspective initiated an analysis which asked such questions as: Was the promotion plan adequate? Could the program be altered to appeal to a wider or different audience? Could the program be distributed more widely? Should the price be changed?

A marketing audit conducted in October 1979, even before the poor results of that fall's program were known, indicated that the marketing mix needed changing. Cosponsors revealed the need to make the correspondence workbook simpler and less threatening to poorly educated program participants. Also, the local coordinators believed the three-week period between seminars could be reduced. Most of the cosponsores seemed to need more dollars to cover local expenses, and some suggested an increase in the participant fee.

Plans for the spring of 1980 included a change in each ingredient of the marketing mix:

1. *Product*

a. The correspondence study workbook was simplified and streamlined. This resulted in a sizeable decrease in the price of the workbook. Also, the reduction in the number of pages made the workbooks seem less formidable to the participants.

b. The time period between seminars was cut from three to two weeks. This allowed the local units to offer the program during a regular ten week term.

2. *Price*

a. The list price of the program was increased.

b. A new quantity discount policy was implemented. The schedule was designed to encourage firms to send several employees to each program by allowing increasing discounts as the number sent at one time increased.

c. The local sponsors were offered a totally new "profit sharing" plan. Once a break-even registration was obtained, all additional revenue was to be divided on a 60/40 basis—60 percent to the local institution. This plan re-

(*continued on page 30*)

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A Look to the Future

(*continued from page 27*)

tion. I believe such attention was directly related to the consolidation and AAACE bringing together a staff of dedicated professionals and an elected leadership, dedicated to serving the adult client. After a recent congressional hearing, I was able to renew acquaintances at the Congressional member level and the staff level. Yes, I believe I can continue to have a presence at the federal level. However, I believe we must redouble our efforts in each state to build relationships with legislators. Thus, we must constantly be the "Paul Reveres" of our field, to spread the word on issues related to adult and continuing education. This also must take place at local levels. We must become proactive rather than reactive in our political activities. For far too many years we have been naive in the political arena, and I don't mean just in Congress. We also must become proactive in telling the leaders of business, industry, labor, the military, etc., of the benchmarks achieved, the success stories of record, and what we do to serve people.

S.E.: I think that thought and challenge for the future is a useful place at which to end this interview. I would, however, offer you the opportunity to finish with any additional thought that comes to your mind.

G.E.: I hope we can convey to our members and to those who read this journal that AAACE cannot and will not operate in isolation of the practitioner of the field. Therefore, I, on behalf of the staff and the Board of Directors, encourage individuals to call our office and to visit our office when in the Nation's capital. If we can be of assistance in the endeavors of enhancing adult and continuing education in this country, we are only a phone call, visit, or correspondence away. **AAACE**

Marketing Mix to Adult Ed.

(*continued from page 17*)

quired the local college to conduct a prescribed promotional plan.

3. *Promotion*

a. A new direct-mail piece was designed and printed. This new brochure was worded in a direct style and the page layouts were greatly improved.

b. Additional mailings used new mailing lists.

c. A local promotion plan was developed and implemented.

d. The university field representative made sales calls only when invited to do so by the local sponsors.

4. *Place*

a. New local sponsors were recruited.

b. Old sponsors were encouraged to offer the programs and to use the new promotion plan to generate revenue for their own program development.

The program was offered in the spring term of 1980. The residual income was 5,500 dollars. This income kept the program on a profitable basis for the academic year.

While few changes were made for year five, the entire marketing mix was reviewed, as it will be for each succeeding year.

From this experiential case history, the marketer can see that the program would not have survived with a cosmetic promotion change only—the usual continuing education ploy. The addressing of each ingredient in the marketing mix was the key to the income turn around.

Summary

Higher education institutions are using marketing techniques to reach potential participants of adult, continuing education programs. All too often, however, the colleges and universities fail to utilize all of the elements of the marketing mix—product, place, price, and promotion. Usually, the educational institutions concentrate only on the promotional aspect. Several case histories describe this over-simplification of the marketing tasks confronting a higher education institution.

To illustrate the appropriate application of all elements of the marketing mix, a recent case history of one continuing education program is cited. At a major land-grant institution, program developers used all of the four P's to revitalize a program that had reached the declining stage of its life cycle. The results suggest that the key to a successful marketing effort is the addressing of each ingredient in the marketing mix rather than a cosmetic promotion change only. **AAACE**

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ARE YOU MOVING ?

HELP US FOLLOW . . .

If you are moving please attach your present mailing label, fill in your new address, and mail this coupon to:
AAACE
1201 16th St., N.W.
Suite 301
Washington, DC 20036

AAACE

DECISIONS TO BE MADE

1. Establish goals and objectives for the advertising or promotional campaign for each major program, as well as for vocational-technical (occupational) education and, ideally the institution.

2. Determine how much to spend. Allocating three to five percent of the annual budget for promotion and advertising is reasonable (Gardner, 1969, p. 175). The percentage approach can also be utilized by each separate program.

3. Choose the promotional and advertising media. (This includes deciding about recruitment activities.) This decision should be made based on the goals determined in Step 1. Media may be narrowed down to a single form or to several types of media depending on the types of audiences to be recruited. As we saw in Table 1 a variety of media can be used effectively to reach several audiences.

4. Decide how to evaluate the results of these expenditures.

5. Finally, make personnel decisions. For example, will there be a recruitment officer for the institution? Will she/he be free to call upon instructors to assist with recruitment? What is the function of the public information office? Are graduates and students currently enrolled available to "endorse" your educational product? How can faculty be utilized effectively?

Essentially, these steps reflect five basic promotional questions:

* What information to convey in your message?
* What audience are you trying to reach?
* How can the "story" be told?
* Where should the "story" be told?
* Who should tell that "story"?

THE MEDIA

Media selection and writing.

Assuming that you have the desired knowledge of your target public, it is time to select the various media for your promotional efforts. Remember to keep in mind that mass media, such as brochures, promote awareness and interest in educational programs but that personal contact with friends or others familiar with the program is also usually influential in the decision to attend. Mass media techniques tend to attract more of the same rather than attracting a broader range of participants. Furthermore, brochures and other printed matter attract people who are accustomed to reading to obtain information for

decision-making. In contrast undereducated adults (and upwardly mobile adults) are television viewers. In addition, high school guidance counselors and other high school personnel tend to fall short of general expectations as providers of information regarding vocational-technical education opportunities. It might be more useful to mail to parents of high school students.

The following type of media are generally available to recruiters.

Newspapers
Radio
Television
Direct Mail
Outdoor Advertising
Specialty Advertising
In-House
Traveling
Personal Contact

For all of these media, there are six steps to effective advertising. These six steps are crucial for all print products. Instruction on how to write and critique marketing materials, and an analysis of sample materials are found in the How To section, "How to Prepare Marketing Materials".

SIX STEPS TO EFFECTIVE ADVERTISEMENTS

Grab the reader's attention.
Develop an illustration that will get the readers' attention immediately.
Unusual art works much faster than copywriter's works.

Pass the split-second interest test.
State the single most compelling reason a large number of people should be interested in what you are selling in a very few words.

Make the ad organization obvious.
Use space layout, typography, and illustrations to guide the reader through the message as smoothly as possible.

Present the product with clarity.
Present a straightforward outline of the nature and contents of the program you are selling. Avoid fancy words.

Overcome suspicion.
Provide statistics, case histories, and quotes from community leaders that show successes and benefits of your program.

Make it easy for readers to respond.
Include your program name, address, and telephone number in an obvious spot.

"How to prepare more effective book advertisements." The Huenefeld Report, January 10, 1977, p. 1-4.

Newspapers

Newspapers are generally acknowledged to be the leaders of mass media advertising. Before deciding to spend more than a minimal amount of promotional funds with any newspaper, gather detailed circulation information. In some rural areas and for weekly papers this information might not be available. Record this information in a circulation statement, as follows:

CIRCULATION STATEMENT

Geographic area covered by newspaper	_____
Population of the covered area	_____
Circulation or number of papers sold	_____
Reader characteristics	_____
Cost per column inch	_____
Most effective day of week	_____
Best location in newspaper for ads	_____
Best day(s) for ads	_____

Several of the varied strengths and weaknesses of newspaper advertising are detailed here:

Strengths of Newspaper Advertising

1. Nationally, newspapers reach an accumulated 94% of all adults (18 and over) over 5 days a week.

2. Newspaper advertising is the most popular part of the paper with women, and second only to sports with men.

3. Results of newspaper advertising can be measured with relative ease through the use of a reader-service card such as a pre-registration blank.

4. The process of developing a newspaper supplement for adult education is a reasonably simple process. Almost all newspapers have the capability of producing a supplemental tabloid for inclusion in a regular issue of their paper.

5. Newspapers do provide free space for public service news releases referring to education programs or activities. Advertisements that would be located elsewhere in the paper have the potential of double exposure to the same audience when public service announcements are used within the paper at the same time.

Weaknesses of Newspaper Advertising

1. The advertiser does not have the opportunity to select a particular audience. A newspaper advertisement is, in essence, a shotgun approach within the confines of the paper's circulation.

2. Newspaper readers normally have only one exposure to a particular ad due to the fact that the paper is usually disposed of after the initial reading.

3. Newspaper advertisements are normally limited to black and white. This is particularly true of those purchased by the often limited budgets of adult and continuing education.

Newspaper advertisements are usually sold by the column inch. Those in a position to make long-term commitments (12 months in duration) for advertising maybe in a position to receive substantial discounts. As a general rule, such a commitment will result in a discount on the charge per column inch of approximately 30 percent. Three different types of newspaper articles that have been used as public service notices are in Appendix A, "Three Samples of Newspaper Articles." Remember "How to Prepare Marketing Materials" contains instructions for writing for a newspaper.

Radio

Radio stations are often targeted toward specific audiences and their programming format will prove to be helpful in identifying the particular audience in question. It should also be recognized that different types of educational offerings can be marketed to different target audiences via different stations.

Strengths of Radio Advertising

1. There are 336 million radio sets in the U. S., or over 5 for every family.

2. The average car radio owner will average 56 minutes of listening daily. Car radios are turned on 62.4% of total driving time.

3. Advertising copy used on the radio is fast-moving and action oriented.

4. Radio has a selling personality that may promote such qualities as sincerity and friendliness due to the voice of the announcer.

Weaknesses of Radio Advertising

1. The radio must be turned on and people must be listening if radio advertising is to be effective.

2. Radio provides an oral message only. There is no visual reinforcement.

3. Advertising messages over the radio are there for a short time only. If the listener misses a portion of the ad, it may not be repeated for some time.

4. The listener of the radio can only listen to one radio station at a time. The advertiser is competing with many other stations within the receiving range of a particular radio set.

"How to Prepare Marketing Materials" contains instructions for writing radio spots. Examples of 20-second, 30-second, and 60-second radio announcements are given in Appendix B, "Public Service Sample Radio Spots."

Television

Initially the cost of television advertising may seem prohibitive. However, the magnitude of its impact and the audience it reaches ("undereducated" and upwardly mobile) warrants its use, especially if its use is well-timed.

Strengths of Television Advertising

1. Television advertisements employ sight, sound and motion in a personal selling message.

2. On most television stations, the concept of color can be utilized in the transmitting of an ad.

3. A relatively small amount of broadcast time, approximately 12 percent, is devoted to commercials.

Weaknesses of Television Advertising

1. Like radio, the television must be turned on and people must be listening and watching if television advertising is to be effective.

2. Advertising messages over television are there for a short time only. If the listener misses a portion of the ad, it may not be repeated for some time.

3. In most areas of the country, the television viewing audience has a choice of several stations to watch at a time, thus the advertiser has no assurance that the intended audience will be reached.

4. Television is the most expensive of the media types of advertising. This is a strong factor when considering production costs.

An excellent example of no-cost television advertising is presented in the following article from the Community and Junior College Journal, "Use 'Stars' for No-Cost TV Announcements."

Use 'Stars' for No-Cost TV Announcements

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Community and Junior College Journal.
March 1983. Reprinted with permission.

By Joyce Boatright

Call it publicity, p.r., or marketing, the bottom line is the same: Get your institution's name before the public so folks will know and use its services.

When developing your public information plan, don't miss a valuable, inexpensive medium of information dissemination because of a misconception that the cost is prohibitive. Use television—more specifically, public service announcements or PSA's, which are essentially free commercials for nonprofit organizations. And use "stars" to deliver your message.

Houston Community College's big coup last year was its television spot featuring Vice President George Bush. The cost of the 30-second spot was zero. That's right! The spot was produced at no additional cost to the college. And it has run after the national news, during the *Johnny Carson Show*, right before *Issues and Answers*, after *Who, What, How Do You Know*. Such slots could never have been bought with the budget limitations community/junior colleges share.

Calls have come in from as far away as Louisiana wanting to know our secret. It's no secret. It's just utilization of community resources.

Most television stations have someone assigned to coordinate the public service/community affairs programming for the station. Through them, air time is available free to nonprofit organizations for public service announcements. Not only that, but public service directors also will work with a nonprofit organization and actually produce the PSA. Such was the case with the HCC spot featuring the Vice President.

The public service director at the CBS network-affiliate station in Houston agreed to bring a camera crew to Mr. Bush's Houston office at a time when the Vice President was going to be in town. Copy for the PSA was written by an HCC public information specialist and forwarded to Mr. Bush in time for him to make whatever revisions he might prefer. The videotape showed the Vice President sitting at his desk inviting his fellow Houstonians to take advantage of the educational opportunities available within the Houston Community College System, and was offered to the other four Houston television stations. A year later, the Vice President's spot is still running. (And, with 1,000 new families moving into Houston *weekly*, the message needs to stay before the public.)

Houston Community College consistently has sought out public officials to serve as spokespersons for the college. Rita Clements, wife of the former governor, has done a PSA encouraging older adults to participate in the senior citizen programs at Houston Community College; the city comptroller has invited Houstonians to take advantage of the low-cost, close-to-home education HCC provides, and Congresswoman Barbara Jordan has urged citizens to get the technical training they need for Houston's high-tech labor market from HCC.

How does the Houston Community College System get public officials to go before the microphones in its behalf? Quite simply, by asking them. We've found that, since we are a tax-supported institution, public officials want to be connected with the college.

There are a few general guidelines that the college has followed which may serve as suggestions for others:

- Maintain a "nonpartisan mix" of political figures by asking representatives from both major parties.
- Interface the public official's causes with the goals and objectives of the institution (e.g., Rita Clements' interest in the elderly and the college's lifelong learning program designed for senior citizens mutually complemented one another).
- Don't overburden a single station. Since there are five major commercial stations in Houston—three network-affiliates and two independents—no one station gets a request to produce more than one PSA for Houston Community College every four or five years. Instead, production requests for public service are passed around from station to station. By the way, this also gives HCC an opportunity to work closely with each public service director without being overly demanding.

The obvious advantage of having a TV station produce a public service spot is that it saves the college the expense of paying an outside production company to do the same thing. (HCC estimates a savings of $1,200-$3,000 on the Vice President's spot alone.) An additional advantage is that since the public service director deals daily in the world of television, he or she can meet the technical broadcast standards which are demanded in a metro-media market.

Similarly, the advantage of using public officials for PSA's is that it saves the college costly talent fees for professional actors. At the same time, the respect for and status of the esteemed public figures is transmitted to the community college. Believe it—when George Bush looks into the eye of the camera and invites the viewer to check out the education at HCC, no one thinks of the community college as the stepchild of any senior college or university. Indeed, the public begins to see the community college in a new light and, more importantly, is talking about it—wanting to know what the Houston Community College System is doing that has the Vice President of the United States urging them to look over its programs. ■

Joyce Boatright is director of community relations for the Houston Community College System, Texas.

Direct-Mail

This is the single most used method of promoting adult vocational education programs. When taken in conjunction with other institutional materials it becomes a potent recruitment technique.

Types of direct-mail materials appropriate for advertising educational and training activites include the following:

tabloids	letters
flyers	catalogs
postcards	envelope enclosures

Clearly the use of mailers requires an up-to-date mailing list. Select or develop those lists with care. Some sources of lists are:

alumni (not just graduates)	fraternal organizations
service clubs	churches
parent-teacher associations	telephone directories
professional organizations	chambers of commerce
women's clubs	public schools

List maintenance is much easier than in the past with computerization. Furthermore, you can target by location (e.g., zipcodes) in addition to audiences of people with potential or expressed interest.

Strengths of Direct-Mail Marketing

1. Results can be measured more accurately through the use of pre-addressed reply cards or envelopes with a postage-guaranteed stamp.

2. The education activity controls the timing of the message.

3. The audience can be selected and defined very carefully and the mailing made accordingly (e.g., a mailing to bank employees regarding American Institute of Banking offering).

4. The message that the potential adult student receives stands alone. It is not competing at that minute with advertisements from a variety of merchandisers.

5. With the use of direct mail there is no wasted circulation. Everyone receiving the education promotional message is a potential student.

6. A good comprehensive tool.

Weaknesses of Direct-Mail Marketing

1. The receiver of the direct mail piece may not read the message.

2. If the address is not handwritten, it may be considered somewhat impersonal in nature.

3. The direct-mail piece must be eye appealing if it is to be effective. Is the expertise that is necessary available to the adult and continuing education marketer?

4. Staff members who are involved must have a working knowledge of the applicable postal regulations that relate to direct mail such as classes of mail, rates, permits, etc. This information is avilable from your local U. S. Post Office.

5. Although it is true that direct-mail advertising programs have a great deal of potential, it must be remembered that the rate of return may be as low as one to two percent or less.

6. It can be expensive on a per unit basis.

Direct-mail is an effective use of promotional funds. In addition to immediate returns, a well-conducted direct mail campaign can strengthen the image of the sponsoring institution and its various departments. If a catalog or bulletin is used in direct mail promotion, then the way to success becomes the class, course or program description.

Due to its popularity and strengths, direct-mail marketing is covered in the How To section, "What to do When You Have Decided on Direct-Mail Advertising."

The remaining types of advertising may be somewhat less utilized but can be effective recruitment devices.

Outdoor Advertising

Billboards are the most common example, though smaller signs are also available. These include bank signs and portable signs. Messages on outdoor advertising are by necessity usually limited to institutional messages or for long-term programs. These provide a unique opportunity for frequent exposure of your program to a vast number of people. Billboards are not always reserved for every month, so you often get a few extra weeks for free. Be sure to keep new statutes in mind when considering this option.

Specialty Advertising

These are various types of "special media" used to deliver your message. Common items include matchbooks, calendars, pencils, ashtrays, and paperweights. Costs are simple to control but effectiveness is difficult to measure.

In-House Advertisements

Make sure your fellow faculty and staff know what you have to offer. They appreciate being informed and will make referrals to your programs.

Traveling Advertisements

Like outdoor advertising, signs on buses, taxis, trains, etc. lend themselves to institutional messages or information about on-going programs.

Personal Contact

Contact with management in business, industry and government might result in requests for specific courses, news releases in organization publications, announcement of course offerings of company bulletin boards and other beneficial outcomes. Furthermore, every employee in an organization is a "good will ambassador" for vocational-technical education.

The How To sections "When to Use Various Media," "What to Look for in Promotional Material" and "Timeline for Media Results" will help with decisions on which media to use for specific audiences and promotional purposes. "Other Publicity Ideas" will also be helpful.

DOING IT

This section addresses two aspects of promotion: advertising and publicity. ADVERTISING is any paid form of non-personal presentation involving broadcast or printed media. PUBLICITY consists of significant news in a published format with the purpose of obtaining favorable presentations upon radio, television or other media (specifically not paid for by the programming unit or educational institution).

Most educational institutions decide to conduct their own advertising campaign. This decision should be an informed one. Appendix C. contains a description of the "Advertiser (Vocational Education)/Advertising Agency/Media Relationship." Do not assume that using an agency is too expensive. The effectiveness of a marketing effort depends upon the professional appearance and nature of all publications and products. Review alumni lists for advertisers.

If the decision is to implement the campaign using the department faculty and other personnel, then good, personal relations with the media are necessary. Deliver what you can in person and stick around to answer questions at the time. "Stroke" local radio personalities so that they will speak positively of your program. Most of all keep people informed without wasting their time. Fewer well written news releases are better received than several "non-content" releases.

Well-written releases, containing eye-catching and eye-pleasing graphics can be developed by the vocational educator or vocational education recruiter with the help of the art department or program. To be sure you are doing the best you can, use the How To sections "How to Write Advertising Copy," "What to do When Graphics are Used," and "Some Tricks to Successful Campaign for a Statewide Continuing Education System," from Lifelong Learning: The Adult Years contains a useful, concise overview of a systematic promotional effort.

The "Action Form" and "Marketing for Fund Raising" in the How To section are suggested outlines for specific marketing efforts. The final item on the "Action Form" is cost. It was previously stated that 3%-5% of a budget should go toward promotion or marketing. If you have a small advertising budget, less than $5,000 per year, there are a few tactics to keep in mind.

1. One article in the newspaper will have four times the recall of one ad. This means that it will be four times as effective.

2. Time press releases, direct mail and ads at the same time, approximately one month before classes begin. This is called dumping your budget. It usually helps increase enrollment. It is, of course, dependent on solid support services.

3. Rely heavily on public relations for the entire institution. Make sure your department and program are part of the public's understanding.

4. Outdoor advertising reaches a great many people. It costs 25% of a TV budget but only reaches 2% fewer people.

5. A newspaper stuffer should go in one month before classes begin. Be sure to have a card to send in for current catalog/bulletin or a telephone number to call. Keep in mind; however, that a good, well-placed 1/4 page ad will be as effective as a stuffer.

The remaining units are devoted to two other components of the promotinal effort. They are person-to-person contacts and group or organizational presentations. The former has to do with recruiters or anyone doing recruiting and consists of oral presentations in conversation between a program representative (e.g., admissions officer, adult recruiter) and a potential student. The latter component uses demonstrations, exhibits, booths or workshops that show learning activities or programs typically offered.

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Developing A Promotional Campaign for a

By Paul Munger, Marilyn Peachin, David Coppage, D. David Mareyes, and Nancy Greene

The Indiana University system is an eight campus institution of approximately 70,000 students. The School of Continuing Studies was established in 1975 as the administrative arm of the university for the conduct of noncredit education and the delivery of external degree programs and correspondence and extension education. At the time the school was established, most campuses in the university system had ongoing programs offering extension and noncredit education. The campus divisions were to look to the dean for leadership and support, but had independent budgetary and programming authority.

While the central office of the school supported and delivered programs such as the external degree and correspondence courses, it was unable to provide much support or direction for the noncredit offerings of the divisions on the separate campuses. In part, this inability was due to a preoccupation with the new external degree and other credit opportunities and to a restricted budget which left few funds available to support noncredit activities.

Directors of continuing studies on each campus expected the central office to provide greater support and actually were in need of assistance. The smaller programs, particularly, were unable to mount strong promotional campaigns, lacking funds and the necessary staff.

Repeated discussions of this problem at various levels led to the informal gathering of a number of members of the school to discuss the problems and possible solutions. Recognizing the individual campus' needs for more sophisticated publicity campaigns, the group decided that a coordinated multi-media campaign would be one way in which the school's central office could usefully assist the campus divisions. Such a campaign would also have the value of being highly visible and would provide opportunity for developing ways of coordinating continuing education efforts throughout the Indiana University system.

Several problems were solved when the group decided to announce its plans and ask other members of the entire school to participate in its activities. The addition of several people gave the resulting committee broader expertise in a wide variety of promotional activities and allowed for a fairly wide representation of the school's divisions. This expansion of membership was probably crucial to the eventual acceptance of the committee's efforts.

The committee determined that its goals included developing a multimedia campaign which would be useful and could be used effectively throughout the Indiana University system, developing a system of evaluation to show the effectiveness of the campaign, and providing an example for future cooperative efforts sponsored by the central school office. It was agreed, too, that the central purpose was to place the School of Continuing Studies' name before the public, and to provide increased exposure of the continuing education opportunities offered by Indiana University.

TV Advertisement

From the several spots available, TV ads of two types were chosen. One was intended to appeal to the type of person found to be most interested in continuing education courses: the individual seeking professional or occupational advancement. The other was targeted at a more intellectual audience, and was

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Statewide Continuing Education System

intended to appeal as well to the university community, thus helping to enhance continuing education's image within the university.

Once the television also developed by a commercial firm had been selected, the committee contacted stations in the areas served by the university's campuses to determine the stations' preferences for length of public service announcements (PSA's), their preference for 16mm film or video tape, and lead time required for showing the spot. Federal law requires radio and television stations to provide free air time for community service announcements, and the committee consistently found station personnel to be cooperative and knowledgeable.

The question of paying for air time to secure better time slots was discussed, but with a limited budget the committee only briefly considered that possibility. It also was discovered that PSA's generally are rotated and eventually do appear during prime time. Competition for public service announcement time, however, is intense and television stations are primarily concerned with their own images. Therefore, an attractive and professionally done product will usually be given priority over less well-done announcements.

A User's Manual

A unifying theme for the entire campaign, related to the TV ad, was developed. The film emphasized the word "potential," making the theme simple and direct.

The committee prepared a user's manual for the campaign with a very basic approach, on the assumption that most of those who used it would be novices in the area of publicity. The committee also had agreed previously that the campus continuing education offices should handle their own campaigns and timing, placing their own ads and announcements with local media, rather than have these functions assumed by the central office. This did not violate local campus' program autonomy and had the further advantage of enabling the continuing education office to develop familiarity with publicity efforts. The manual covered major aspects of a public relations campaign. Its suggestions for publicity placement were designed to be used in total or part, and were sufficiently flexible to allow for a variety of individual adaptations.

Radio Advertisement

To complement the TV public service announcements, radio copy was prepared using the same "Potential" theme, and the 59 stations operating within the areas of the university's campuses were pinpointed. Those stations with the largest listening audiences and those which previously had run announcements for the University were noted.

Questionnaires were sent to the public service directors of the selected stations to determine if PSA's were acceptable in script form or on cassette tape and to determine the preferred length of announcement. To make future contact with the radio stations easier for the campus directors, they were provided with the address, phone number, and name of the public service director, news director, program director, and sales manager at each station in their area. Also included was a sample copy of the proper format for submitting a radio spot.

While federal law requires radio stations to provide free air time, the law does not specify the institutions to which the time must be given. Tactful requests for air time met with the greatest success. It became apparent that stations take a dim view of giving free air time to an organization which consistently pays for newspaper space. A school which does a lot of paid advertising would be well advised to discuss its request for free air time with the station's public service director, who may elect to use the spots in any case.

Logo

While the selection of a slogan was relatively straightforward, the development of an appropriate logo

(*continued on page 26*)

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Promotional Campaign
(*continued from page 15*)
took considerably more time and effort. The committee believed that a simple but visually striking logo would provide an effective way of tying print media materials to the television and radio announcements. However, developing and deciding upon a symbol which seemed representative of the concept "potential" was more difficult than most committee members had imagined. Eventually, a design incorporating arrows pointing in all directions was created and received approval.

This logo was reproduced in camera-rady art of various sizes and also was made into sheets of stickers, all of which were included in the manual. The manual suggested that the logo be used on brochures and programs, placed in newspaper advertisements, and featured in displays.

Evaluation Efforts

Recognizing that accurate evaluation of the promotional activities would be crucial to the future of the program, the committee developed two evaluation forms. One, a continuing education student questionnaire, was designed for distribution to all students in all continuing education courses and conferences. The principal purpose of the questionnaire was to obtain socio-economic information about students and information concerning the ways in which students became informed of continuing education courses.

Another form was a telephone pad which could be used by receptionists to note the information callers were requesting, the callers' addresses, and the source of the callers' initial information concerning continuing education programs.

Implementation

A series of regional meetings were held to present and explain the entire promotional package. Campus continuing education directors were encouraged to bring as many staff members as possible and to invite their campus public relations specialists to attend as well.

After earlier announcements of the committee's efforts, a certain cautious enthusiasm became evident. Directors welcomed the promotional activity but were doubtful that the central office provide a package which would be completely appropriate to their needs. However, at the regional meetings, the continuing education directors and their staff were unreservedly favorable in their reception of the promotional packet. The presentation of the campaign material stimulated much discussion and generation of possible additional publicity efforts. All campus continuing education directors enthusiastically committed themselves to using the materials to promote their programs.

Results and Conclusion

At first, it seemed that the committee had been very successful in achieving its goals. A multi-media campaign for a relatively low cost had been developed and had received the support of campus directors.

However, as the committee began to evaluate the promotional campaign several problems surfaced. To begin, few of the campuses did any evaluation of the promotional effort, and none made systematic use of the questionnaire or telephone pads. It appears that the evaluation activities were too inconvenient or took too much time to perform, and consequently were ignored.

Secondly, several campuses experienced delays in the placement of their television and radio spots. This seemed to be due to a number of factors. In some instances, local campus public relations specialists who had not attended the regional briefings did not give the placement of the spots their immediate attention. In one case, the campus office responsible for the development of public relations media refused to support this effort, claiming they could come up with a more professional product. In another case, the local news media did not run the television spots.

Another evidence of the campaign's lack of complete success was the absence of any large-scale print media publicity efforts tied to the radio and television spots. Almost all campuses used the logo in their promotional brochures and class schedules. However, there were few news releases and feature stories which used "potential" as a theme. Again, this might have been too time-consuming for programs with limited staffs to produce.

While the findings revealed areas of weakness in the campaign, they also pointed to an overall success. In particular, the television spots were placed with almost every station broadcasting to areas served by Indian University campuses. These spots generally received good play. In addition, it appeared that, even on campuses where the campaign was incompletely implemented, the continuing education personnel developed an increased concern with an appreciation for promotional activities. A number of campus program directors noted that inquiries concerning program offerings had appreciably increased following television and radio spots.

Furthermore, while it is too early to judge with complete certainty, it appears that enrollments increased on those campuses which gave greater attention to the campaign, while enrollments decreased on most of those which devoted less effort to it. Consequently, the committee is relatively satisfied that this first systemwide promotional effort is a qualified success. There are plans to continue these efforts, placing more emphasis on the development of related print promotional efforts and on the need and value of systematic evaluation as an integral part of the School's marketing approach. ÆA

UNIT III: RECRUITMENT ACTIVITIES

In the preceding sections personal contact was stressed as an extremely effective marketing technique. Recruitment activities provide the forum for that crucial personal contact.

Who makes that contact? RECRUITERS.

Who are recruiters? All of the institution's employees, students, alumni, and more! You will also get referrals from other agencies in your community, from advisory committee members, and from major employers. Finally, there are paid recruiters, often employees of Student Services, Admissions and Registration, Counseling or Career Services (Placement). Paid recruiters are, ideally, well-known, trusted residents of the community, sharing common experience with potential students, and graduate of the school.

How do you use all of these recruiters? Some examples are,

RECRUITER	ACTIVITIES
Student	bring a friend to class bring a friend to registration or orientation student newspaper distributed as a brochure or flyer word of mouth canvass neighborhood - door-to-door
Alumni, advisory committee members (e.g., personnel managers, school principals, counselors, ABE directors, students, alumni and employers)	success stories told to local newspapers, distribute PR material at work place, visit high schools, employment security offices union halls, supermarkets, personnel, etc.
Community agencies -libraries -employment security -vocational rehabilitation -community action program	leave literature, post signs recruiter makes presentation to their clientele send literature home with students for their parents

The list above reflects ongoing activities. Recruiters can also plan special recruitment events. These include: College Day, Career Day, You Can Days; as well as programs done in cooperation with other agencies: ABE (ABE/GED graduates who are considering job hunting or changes) and Employment Security Department (unemployed individuals looking for a change in their status). In such events the educational information provided should encompass financial aid, admission requirements, deadlines, application procedures, expected benefits, placement, counseling and schedules. Other relevant information would be child care availability, food services, etc.

The question might arise as to why work with other agencies. Half of the respondents in a recent national study said that they would have participated in adult education if they had known where to sign up for specific courses and training opportunities (Carp, Peterson, and Raelfs, 1974). One third said that they did not know about the existence of adult education programs in their communities. Disadvantaged adults were particularly poorly informed about education opportunities. Adult education agencies provide information about their own programs and sometimes about the educational programs of other providers. However, the types of adults who are underrepresented in current programs are also unlikely to seek information from a provider about the range of learning opportunities. Examples of underrepresented adults include illiterate adults, women reentering the labor market, men and women in midcareer shifts, and retired people (Bock, 1980, p. 148). Therefore, it is necessary to make the providers of educational information, other agencies, aware of your offerings so that you can benefit from their referral.

The institution can expect benefits beyond increased enrollment from recruitment activities. Some of those benefits might be: heightened community awareness and support for the institution, institutional awareness of need for different programs, need to offer courses in different location(s), need for more sections of courses, need to modify or eliminate courses, and overall more in-touch with the community.

Additional recruitment activities are detailed in the "How To" sections "Career Awareness Program," "College Decision-Making Program" and "Programs for Target Audiences." All of these reflect the counseling aspect of recruitment, especially the use of the Center for Career Development Services described in Unit IV.

UNIT IV: ROLE OF CAREER INFORMATION AND COUNSELING IN RECRUITMENT

Recruitment is to no avail if students are not retained in the educational program. So retention is a component of recruitment. Retention or persisitence is most likely to occur if there is a good fit between the adults' expectations and the actual program. This means that recruitment activities should include, minimally, information on the new competencies that participants should acquire, child care, sources of financial aid and study skills. Barriers to enrollment must be understood by recruiters, while counseling skills will enable the recruiter to help the potential student to overcome them. Among those barriers are: feelings of lack of confidence in ability to learn (prevalent among adult basic education participants), lack of efficient reading and study habits (true of many people returning to formal education after an absence, as well as people who have never developed effective study habits) and past negative associations with learning.

Recruiters and counselors often provide similar information to potential and enrolled students when learners are exploring personal aspirations, available opportunities, and are attempting to plan their educational development accordingly. The counseling function entails many tasks. Counselors give information about educational and career opportunities, assess client aptitudes and interests, assist with educational and career planning, and help clients cope with related problems. They may advocate clients' rights before sponsors of educational programs and they also refer clients to other agencies for assistance that they themselves do not provide, including medical, psychiatric, legal, child care, family, housing, recreation, and further educational services. Professional counselors, recruiters, adult education administrators and teachers, practitioners in related agencies, and paraprofessional aides can all make some contribution to each of these counseling functions.

Three very important counseling competencies for recruiters are a knowledge of the decision-making process, an understanding of adult development, and an awareness of one's own age bias.

Decision-making process consists of two stages: anticipation and implementation. In the anticipatory stage the learner explores various options, often occupational choices, through fantasy, role-playing, and dreaming. As the stage progresses some alternatives are rejected, others pursued. Finally the decision crystallizes, and the choice is made (Schlossberg, 1977, p. 82). The counseling function is to stimulate that dreaming and to facilitate winnowing the choices until that final choice is made. The more options people entertain, the closer the final choices will be to their real desires. Methods for applying this decision-making model can be found in Perspectives on Counseling Adults: Issues and Skills, by Nancy K. Schlossberg, Lillian E. Trall and Zandy Leibowtz (Monterey, CA: Brooks/Cole Publishing Company, 1978).

Implementation often means education or training is required. This is where the recruiter and counselor helps students recognize how their educational programs can help the student meet the learners' needs and to subsequently fulfill the implementation of their choices. The "Self Assessment of Life Experiences" in the How To section can be used to learn more about a prospective student. The SALE can also be used by individuals to articulate some of their desires from the anticipatory stage of the decision making process.

Adult development theory suggests an acceptance of movement and change as inherent to the human experience and that change is inevitable. There are several theorists in this area, with the greatest emphasis put on the period encompassed by the ages of twenty and sixty. Table 3 is a compendium of the recent adult development (or life) phase theories containing the works of J. L. Stevenson, G. Sheehy, R. Gould, G. E. Vaillant and D. Levinson.

It is evident that despite some differences in age ranges, the theorists have revealed common issues and concerns addressed by many adults. Furthermore, these adults often turn to education to help them resolve those concerns and issues.

TABLE 3
RECENT ADULT DEVELOPMENT STAGE THEORIES

STEVENSON

ADOLESCENCE (20 and under)

Tasks:
1. Developing responsibility
2. Achieving independence
3. Adjusting to a marital relationship
4. Developing parenting skills
5. Finding a suitable occupation

EARLY ADULTHOOD (20-40)

Tasks:
1. Assumption of responsibility for development in major areas of life
2. Providing guidance to younger and older individuals

MIDDLE ADULTHOOD (40-60)

Tasks:
1. Assumption of responsibility for survival of the nation
2. Adjusting to losses
3. Enhancing relationships with others
4. Keeping abreast of political changes
5. Helping elderly parents
6. Preparing for retirement
7. Adjusting to the aging process

LATE ADULTHOOD (60 and over)

Tasks:
1. Putting affairs in order
2. Sharing wisdom
3. Developing hobbies and interests
4. Adjusting to losses
5. Learning new skills

AGES	STAGE	DEVELOPMENTS
(18-22)	Uprooting Transition	Independence, Autonomy
(22-28)	Provisional Adulthood	Competency; Mentor relationship
(28-32)	Catch 30	Re-evaluation, Turning point, Self-reflection
(32-39)	Taking Root	Vitality, Productivity, Career Ascendence
(40-44)	Restabilization	Stability, Confidence, Productivity, Authority

(45-50)	Crisis overburdened, Major responsibilities
(50-65)	Mellowing & realistic, Greater patience, Changes in values, Satisfaction, Confident & self-assured
(65 & over)	Stability, Adjustment to retirement, Adjustment to losses, Health-related crisis

SHEEHY

CHARACTERISTICS

AGES	STAGE	DEVELOPMENTS
(18-20)	Pulling Up Roots	Desire for Independence & and autonomy, Development of an identity vs. role confusion
(22-28)	Trying Twenties	Consideration of age expectations, Vitality, Development of visions and dreams, Exploration, Development of life patterns
(28-32)	Catch 30	Restless, Dissatisfaction, Re-evaluation of dreams, Alternation of commitments, Desire to expand, Marital
(32-35)	Rooting & Extending	Life becomes organized stable, Career advancement increase interest in family, Reduced social life
(35-45)	Deadline Decade	Time squeeze experienced, Physical decline, Re-examination of goals and dreams, "Authenticity crisis", Restless Sense of urgency, Switch 40
(45-50)	Renewal or Resignation	Stability & equilibrium, New meaning to life, Satisfaction vs. Dissillusioned, Dissatisfaction, Despair

GOULD

AGES	CHARACTERISTICS
(16-21)	Desire for independence, Preparation to leave the family, Vague conceptions of the future, Preparation to enter the adult world, Peer-oriented
(22-28)	Desire for competence and mastery, Self-reliant, Optimistic, Self-assured, Begin career advancement
(29-34)	Re-evaluation of commitments, Self-appraisal, Age 30 turning point, Crisis period, Financial concerns

(35-42)	Re-examination of values and commitments, "Second Adolescence", Recognition that time is limited, Age 37 "midlife crisis", Marital satisfaction at a low level
(43-50)	Accepting and reconciled, Stable, Resigned, Decrease in financial concerns, Renewed interest in interpersonal relationships
(Over 50)	Stability, Concerns about health, performance and time, Satisfaction with accomplishments, Satisfaction with marriage

VAILLANT

AGES	CHARACTERISTICS
(20-30)	Marriage and interpersonal relationships are primary source of energy, Intimacy is a focal concern
(30-40)	Occupational success and advancement are primary concerns, Career consolidation, Mentor relationship
(40-50)	Renewed interest in family, Some feelings of depression, "Second Adolescence", "Mid-life crisis"

LEVINSON

AGES	STAGE	DEVELOPMENTS
(18-20)	Early Adult Transition	Separation from family, Desire for independence, Development of adult identity, Exploration
(21-27)	Entering the Adult World	Exploration, Experimentation, Tentative commitment, Foundation for life structure, Vision or dream
(28-32)	Age 30 Transition	Critical turning point, Modification of existing life structuring, Foundation for new structure, May be somewhat stressful
(33-39)	Settling Down	Stability, Commitments to family, Security and vitality, Career advancment, Termination of mentor relationship, Productivity
(40-45)	Mid-Life Transition	Critical turning point, Disillusioning process, Re-examination of goals and dreams, Re-evaluation of relationships, Confrontation with physical decline

(46-49)	Restabilization	Security and stability, Achievement and productivity, Satisfaction with life vs. despair, Concerns about past mistakes
(50-55)	Age 50 Transition	Stressful, Turning point, Modification of existing life structure
(56-60)	Culmination	Stability
(61-65)	Late Adult Transition	Foundation for later adult years

Age bias is directly and inversely related to the amount of support that recruiters/counselors can give students to make "free" choices. Generally, three kinds of age bias can be noted:

1. Age restrictiveness: setting of arbitrary or inappropriate age limits for age behavior. Is someone "too young" or "too old" to go to school? Or, "Why haven't you decided what you want to do, you're nearly 21?"

2. Age distortion: misperception of the behavior or characteristics of any age group. "She/he shouldn't be thinking about changing jobs or going to school, she/he's already 40. Everyone knows that you are too set in your ways by then."

3. "Age-ism" or negative attitudes. "If she/he starts this program now, she/he'll never finish it, she/he's 50 and probably not intellectualy able to handle it." (Schlossberg, 1977, p. 85).

Recruiters and counselors must be aware of limiting their own activities as well as those of learners due to age-bias or stereotyping. Why not assume that students will accomplish what they expect to while using various tools to help them assess their interests, skills, ability, and potential for completion.

COUNSELING TOOLS - CCDS

There are a myriad of tests, assessments and inventories for use by counselors who are fulfilling the various counseling tasks and functions. A tool that is extremely useful to the recruiter/counselor is one that allows people to combine their skills, interests, aptitudes, preferred work environment, salary requirements, desired educational level and other aspects of matching an individual to a career to generate a list of occupational and educational choices. Several such tools exist. The Center for Career Development Services (CCDS) is the available resource most prevalent in Florida. The CCDS program referred to as "CHOICES" allows students to input the above stated factors and interact on a personal basis with the microcomputer.

CHOICES can be used many ways as a recruiting device. Quite simply CHOICES can be used to demonstrate that the careers and occupations for which people are prepared by your institution have good futures. This can be further supported by your placement figures and endorsements by graduates.

Good recruitment events include a Career Awareness Program and a College Decision-Making Program. These programs can be used with adults in the community and with high school students. Programs can be designed specifically for high school students also. These program agendas are in the How To section, along with several descriptions of using CCDS with various target audiences.

COORDINATION OF MARKETING AND COUNSELING

Here is an example of an especially effective adult education counseling service which is actually part of a marketing effort. Marketing materials, such as catalogs and brochures, refer to the counseling office as the place to begin. This image of a single, convenient door to the institution for the adult student is reinforced by human-interest newspaper articles about local citizens who have benefited from the counseling service and by television commercials that highlight testimonials by formal students. This marketing emphasis is designed to encourage new registrants, who may be apprehensive about their ability to continue their education, by letting them know that supportive counselors are available to listen; to help clarify career and academic goals; to describe relevant educational resources in the continuing education division, university and community; to help with planning and referrals; and to anticipate and help with major adjustments (Bock, 1980, p. 145).

And a more general example: participants with low levels of formal education often enter adult education programs with very unrealistic expectations. This creates a quandary for counselors, teachers, and administrators, because the adults' unrealistic expectations may actually have overcome the obstacles to entering the educational program. To shatter the illusion as an unrealistic dream would be likely to cause the adult to drop out. However, to confirm the expectation as readily achievable would be dishonest and would ultimately cause resentment when the adult discovered that the expectations as readily achievable short-term educational goal that will lead in the direction of the unrealistic expectation. If the client is able to achieve the short-term goal—or a series of short-term goals—perhaps with resulting increased proficiency, confidence and experience, the initial expectation may become more realistic. However, even if major progress toward the client's expectation does not occur, experience with the adult education program and with the expectations and progress of other participants usually serves to place the original expectations in perspective and to suggest alternative goals that are both desirable and achievable (Bock, 1980, pp. 151-152).

Effective marketing and counseling activities are highly interrelated as well as related to other aspects of the adult education agency. When the parent organization is marketing or counseling oriented, the adult education agency tends to receive encouragement and support for the same orientation. Therefore, a crucial ingredient in strengthening the marketing and the counseling functions is the leadership role of the agency administrator in coordinating marketing and counseling.

The organization and effectiveness of marketing and counseling services vary greatly among education agencies. Administrative understanding and commitment to marketing and counseling services can enhance or restrict their effectiveness. For example, adult education programs for specialized publics—such as adult basic education, university and community college programs for women, and employer training programs for unemployed youth—have typically included more

formal marketing and counseling services than have other programs, including vocational-technical education. Attention to marketing and counseling can occur at many points. It occurs when provision is made for counseling and marketing as part of the planning for a new program area, especially one that is designed to attract a hard-to-reach target public. Administrative support is especially important in the allocation of resources in the form of personnel salaries, facilities and expense funds for marketing and counseling services.

An important administrative function is staffing, which includes both selecting competent personnel and staff development. Staff development of personnel who counsel adult students is especially important, both because most counselors lack formal preparation in counseling adult students and because of the variety of personnel who perform the counseling function.

The function of marketing is to increase public awareness and agency visibility and to encourage potential participants to enroll in appropriate programs. A marketing specialist can help to plan and coordinate marketing activities and to prepare marketing materials such as brochures and news releases. However, marketing or recruitment personnel can also function elsewhere in the parent organization or outside of it, as in the case of contractual arrangements with advertising agencies. Voluntary advisory committees on marketing can also be useful. The advantage of internal personnel lies in the continuity and familiarity with agency purposes and procedures. External marketing personnel have the advantage of broader perspectives in the field.

Counseling personnel can also be based inside the agency, in the parent organization, or in the community. The use of counselors from within the parent organization, as is usually the case with post-secondary schools, can increase resources but can also restrict responsiveness to the adult clientele. The counseling function of most agencies can be strengthened by establishing relationships with other agencies—for example, referrals and participation in educational brokering organizations and learning exchanges. Collaborative relationships can improve the service to adult participants, but they require an investment of time and administrative support from each of the cooperating agencies if they are to function effectivey.

In the process of assisting clients, counselors should acquire valuable insights about client needs, and these insights should be shared with program administrators for use in developing and conducting responsive programs. Communication between counselors and adminstrators should be encouraged, so that counselors' observations and insights can become integral parts of establishing program directions and needs assessment (Bock, 1980, pp. 146-147).

UNIT V: EVALUATION

A thorough evaluation should be done to asess the overall effectiveness of the entire recruitment promotion effort. The following paragraphs identify and provide a brief explanation of four different approaches that can be used in the evaluation of promotion and marketing.

1. Administer a course evaluation during the last session of class or workshop. In addition to questions relating to instructional aspects of the education activity, questions can be asked as to how the enrollees became aware of this particular offering. The How To section contains an example of this type of evaluation, "What To Include in a Course Evaluation (Recruitment)."

2. Another research technique often used in business, but seldom used in education is that of "motivation research." This approach involves an in-depth interview in an attempt to learn why people respond as they do to advertisements and various other promotional techniques. By instituting this type of research, the educator would be obtaining a complete response from a random sampling of present or past adult education students. The key to this approach is the application of fairly sophisticated psychological survey techniques to a limited number of people.

3. A similar type of research technique to that of motivation research is that of projective techniques. This methodology attempts to anticipate how an individual from a potential target audience will react when confronted with a particular advertising approach. Again, the educator choosing to use this technique is placing considerable importance on obtaining a complete response from a limited audience.

4. Coded or check-off types of registration forms can be used to partially determine the response from a particular advertisement/event or series of advertisements/activities. This form of evaluation is most effective when only one type of advertising media or recruitment activity is utilized.

UNIT VI: FUTURE DIRECTIONS

Efforts to increase the effectiveness of marketing and counseling services can benefit from attention to both current practices and concepts from the literature. Current practices reflect an agency's marketing or counseling services can discover strengths to be built upon, weaknesses to be avoided, constraints to be considered, and goals to be achieved. Conclusions regarding each of these aspects contribute to planning and improvement. An adminstrator who understands the basic concepts of adult education marketing and counseling can use the experience and insights of others to reflect on local purposes and procedures.

Most experienced practitioners have an intuitive knowledge of basic marketing concepts. The fundamental marketing concepts is that there should be a mutually satisfactory exchange between the agency and its publics. Because most education at institutions depends upon sufficiently satisfied customers who participate voluntarily, successful practitioners have long demonstrated their client orientation. Attention to sound marketing procedures can increase the numbers and types of people who participate. Experienced practitioners realize that effective marketing depends on educational programs that benefit the clientele so that satisfied participants enroll in additional activities and encourage their friends to do so. Announcements of upcoming events at the conclusion of programs can greatly aid this process.

A more detailed understanding of marketing concepts and procedures enables an education adminstrator, working with others, to plan and implement a marketing strategy that will attract the types of people who are underserved in relation to agency purposes. For example, an administrator who decides to broaden the agency clientele by attracting more adults with lower levels of formal education can engage in the following tasks.

1. Reading about adult education can increase understanding of developmental trends and variability associated with the roles and life-styles of men and women with low levels of formal education. This reading would alert the administrator to (a) multiple personal and situational influences on participation in adult education; (b) the extent to which lack of reading and limited organizational participation by adults in the target market discourage entry to many middle-class-oriented adult education programs; and (c) the benefits of encouragement by "significant others" in the decision to participate.

2. Reading about adult information-seeking behavior can help identify information sources, such as conversations with local opinion leaders, likely to be used by the target public with limited formal education. Needs assessments can identify the marketing mix—attractive topics, convenient locations and schedules, inexpensive and informal programs with an emphasis on discussion.

3. Marketing procedures can be selected that are likely to benefit both the agency and the potential participants. If it is important to maintain enrollments of more highly educated adults who are relatively easy to attract with mass media procedures (as is the case for most agencies), the administrator may devote a major portion of the marketing budget and time to direct-mail brochures and free public service announcements. The remainder of the marketing budget can be devoted to a targeted effort to attract adults with less formal education, emphasizing interpersonal marketing procedures. For example, the administrator may seek the assistance of advisory committees comprised of people likely to encourage potential participants to enroll and well-supervised recruiters who can relate to potential participants and provide accurate information about the program. Human interest testimonials by satisfied participants, based on program evaluation, can increase public awareness of adult education benefits and reinforce information that potential participants obtain from interpersonal sources.

4. The specific marketing strategy should be implemented with attention to educational needs of adults in the specific target market and to the purposes and resources of the agency. Information about similar marketing efforts in comparable agencies can be used to evaluate the local situation as a part of program evaluation regarding marketing services.

5. It is assumed that part of the marketing effort is devoted to publics other than clients, such as teachers and policy makers. If the agency is to function well, administrators should understand and be supportive of efforts by program staff to broaden the clientele and attract more underserved adults.

The counseling function is also familiar to most experienced adult education administrators, even though few have professional counselors on their staffs. Analysis of current counseling services is a useful starting point for strengthening the counseling function and can be a part of a broader agency program evaluation. Counseling service analysis serves a purpose similar to that served by needs assessment and market research for planning marketing services.

The leadership that the adult education administrator provides regarding marketing and counseling services entails more than attention to each separate function, especially when an agency seeks to broaden its range of clientele and to attract and retain more hard-to-reach adults. Effective marketing and counseling services reinforce each other, and a single activity—such as highly publicized registration period—sometimes serves both purposes. Efforts to strengthen marketing and counseling services also entail attention to agency purposes and resource allocation. Directors with an understanding of adult development and information seeking can use these insights in the supervision of staff members who perform marketing and counseling functions assuring that their efforts are responsive to adult needs.

UNIT VII: THE FINAL PRODUCT

The final product, resulting from applying the information and techniques presented in this package should be a comprehensive promotional and recruitment plan for the vocational-technical education program at your institution.

The How To section contains an outline for a "public relations plan proposal." There are also several examples of award-winning recruitment and promotional materials from two-year schools throughout the United States. These are shown in "A Case in Point: Art Helps Colleges Reach People," reprinted, with permission, from the Community and Junior College Journal.

A factor worth stressing in both of the sections is that AN INSTITUTION REQUIRES A COMPREHENSIVE RECRUITMENT AND PROMOTION PROGRAM. These efforts must not appear to be or actually be fragmented or below standard. However, vocational educators can be institution leaders in upgrading and updating recruitment materials and efforts.

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How to ...

8

HOW TO DO PUBLIC IDENTIFICATION

Preliminary Analysis of Student/Consumer Group

WHO: (1) Given your experience, describe the "typical" student who takes your classes. This could be a day student, night student, adult student, off-campus student, on-campus student, etc.:

(2) Indicate by percentages, what you think the group's make up is:

Age:	Status:
17-20____	Full-time____
21-25____	Part-time____
26-35____	
35 + ____	

Other variables: (marital status, ethnicity, etc.):

(3) How does this compare with the census data for your service area? Do your students reflect the demographic composition of your community?

(4) Who makes the decision to participate: Rank order for group.

High School graduates:

Student alone (using own funds) _____
Student with parents' influence _____
Parents with student's input _____

Adults:

Student alone _____
Employer _____
Student with spouse _____

(5). What new student groups might participate in your program if they had information, if it was offered at new times, etc. (e.g., older adults, offer night course, etc.)?

WHEN: (1) When do the majority of your students start (take) your program? Show percentages.

Fall _____
Winter _____

Spring _____
Summer _____
Other (short course, conference _____

(2) What times do students prefer? Why? (This could also be broken down by type of student idenitified in "Who #1").

Early Morning _____
Later Morning _____
Noon _____
Early Afternoon _____
Late Afternoon _____
Early Evening _____
Late Evening _____
Saturdays _____

(3) When do you think the decision to enter the program is made (e.g., senior year of high school, during promotion interview)?

(4) Are there any other related events (e.g., most decisions are made during registration week and probably not thought about before)?

WHAT? (1) What do you think is the student's perception of your program?

(2) What do you think the community, industry, etc., think about graduates or completers? Do you have any data? What is the consequence, if any, to your program?

WHY? (1) Why do you think a student takes your classes or enrolls in your program (e.g., meets general education requirements, prepare for a job, earn a degree)?

REASON
_____%
_____%
_____%
_____etc.

(2) Are there any secondary gains (losses) in participating (e.g., enhanced social status saying they are in pre-engineering, loss of income if started out a mining apprentice)?

(3) Are there any coming trends that may impact on the student's motivation (e.g., tuition increase, layoffs at phosphate plant, national emphasis on leisure)?

WHERE: (1) Where does the student buy your product (class)? Does this cause any problem or does it help the decision?

(2) Where does the student take the class? What is the impact of this setting?

(3) Where do students get information about the class, program, etc? Can this be enhanced?

HOW: (1) How many classes does the "typical" student take in your department?

(2) How does the consumer "use" your product?

personal enrichment	____%
get a degree	____%
skills for job promotion	____%
others	____%

(3) List support services. A separate analysis can be done on those services.

RETENTION:

(1) Who completes the programs they start?

(2) What is your dropout rate (% in each program)? Internal marketing might be necessary to increase retention in program. This also has implications for the accuracy of your external recruitment efforts.

CHANGES:

(1) What changes need to be made within the program to get people (market) you want to enroll in your program?

HIGHLIGHTS

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...An ERIC/CAPS Fact Sheet

Conducting a Needs Assessment

Reasons for Needs Assessment

Needs assessment (NA) has become desirable, and in some cases mandatory, for a number of familiar socio-economic reasons. They include demands for accountability, evidence of widespread unsolved problems, and increasing competition for scarce resources. Not to be confused with a market study or opinion survey, NA also has its own reason for being. As the core of the planning process for any program, it provides:

- a rationale for setting goals
- a starting point
- a direction
- a basis for evaluation
- an authorization to continue or the permission to stop

Definition of Need and Needs Assessment

The most widely used definition of need is the discrepancy definition; i.e., the documented difference between an actual state or results currently achieved and a target state or results to be achieved. The formulation is N_c = T - A, where:

N_c = need candidate*

T = target state or results to be achieved

A = actual state or results currently achieved

*N_c can be subjected to two tests for authenticity: (1) with N_c a subject (S) derives some otherwise unrealizable "benefit"; (2) without N_c the subject (S) is in an "unsatisfactory" state.

The definition of needs assessment is a formal process of essentially three steps:

- collection of gaps or discrepancies
- placement of gaps in priority order (with apportioning methods rather than grading or ranking)
- selection of gaps with highest priority for action and resolution

Place of Values in Needs Assessment

NA is a matter of both fact and value, with a range in any one situation of available facts and value commitment. For this reason, NA is contextually specific and cannot be adequately conducted with standardized instrumentation. The points at which value judgments impinge on needs determination are as follows:

(1) *Identification of the domain of the target state.* For example, schools are involved in a number of domains (academic, social, psychological, physical, etc.). The choice of domain(s) requires consideration of the values of various interested groups or stakeholding audiences (e.g., students, parents, teachers, administrators).

(2) *Designation of the particular target state.* Of six possible target states, the selection of one over another has considerable impact on the nature of the needs identified in the NA process. Because different groups may make different choices, selection becomes partly a matter of mediation among them. The figure below illustrates the possible target states.

Target States

Perspective	Level of Need		
	Ideal	Norm	Minimum
Personal			
Institutional			

(3) *Decision about the significance of the T - A difference.* The question here is how large a gap must be to indicate actual need. Different groups, again, may make different choices according to their values, and mediation may be necessary.

(4) *Definition of "benefit"* (under the first of two tests for need candidates). Since target states are proposed in the belief that their attainment carries a benefit, it is important to decide what that benefit is. Some benefits may be empirically testable; others may be presumed, and these involve the values of the stakeholding groups.

(5) *Definition of "unsatisfactory" state* (under the second of two tests for need candidates). The specification of unsatisfactory states is not so well implied as benefits are in the designation of target states. A more thorough examination is probably necessary and, again, audience values are paramount.

Phase I. Planning and Designing the Needs Assessment

Step 1. Carry out preliminary activities

- Set up needs assessment committee
- Identify external priorities or limiting factors
- Determine scope of assessment
- Establish needs assessment schedule
- Review committee resources and obtain commitment

Step 2. Make specific plans and design needs assessment

- Specify process and product goals (e.g., process goals refer to the educational process itself, and product goals refer to student outcomes as a result of the educational process)
- Develop statements of progam objectives with clarity, precision, measurability, feasibility, appropriateness, relevance, and logic

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- Set standards for all objectives
- Discuss and agree on kinds of data to be gathered (performance, description, opinion, attitude, perception)
- Determine sources of data
- Determine sample for data gathering (groups, sizes, strategies/methods)
- Select/modify/develop data collection methods and instruments (quantitative and qualitative)
- Design analysis of existing variables

Phase II. Conducting the Needs Assessment

Step 3. Obtain, organize, and summarize NA data

- Categorize all data to be collected (program, clients, resources, stakeholding groups)
- Collect and summarize data (existing and new) in each category

Step 4. Analyze and interpret data to derive meanings

- Employ arithmetic/statistical analysis
- Identify specific qualitative elements

Step 5. Conduct analysis of apparent relationships

- Determine factors for each documented need according to standards and to category
- Designate needs related to factors that can be addressed immediately, later or over extended periods of time, and not at all

Phase III. Using the Needs Assessment Results

(A prior review of the anticipated utilization of results and an evaluation of the appropriateness of such utilization may be advisable. The early identification of possible barriers to the constructive use of results prevents inefficient use of resources.)

Step 6. Select priorities

- Assign priorities to each need(s) set
- Assign priorities on basis of criticality over time (in consideration of currently available resources, limits of action authority, etc.)

Step 7. Plan program

- Identify new program elements and/or modifications
- Establish performance objectives
- Allocate resources by priority and relative cost
- Provide for coordination of resources
- Assign tasks to individuals, teams, and groups, with timelines and milestones for accomplishment

Step 8. Implement program

- Provide resources for program change according to documented needs and priority assignments
- Identify measures and means of data collection for each objective

Phase IV. Review or Meta-Assessment

Step 9. Determine impact of change process

- Decide on indicators to be accepted as evidence of improvement
- Gather data to determine actual occurrence of improvement
- Identify relationships between observed improvements and program changes
- Relate observed improvements to originally documented needs

The purpose here is to look back at the process as a whole, relate the results to the objectives, determine the extent to which the process has succeeded, and modify the process for greater or further success during the next needs assessment cycle.

Reminders

Personnel: involve as many people as possible; keep everyone informed regardless of the level of participation; be prepared to explain and "sell" most things a number of times.

Time: many hours are required especially for planning, organizing, collecting, summarizing, and analyzing an enormous amount of data.

Cost: financial limits are necessary to accomplish realistic planning, but they should not be an excuse for not doing a needs assessment.

Follow-through: NA too often stops at the stage of data collection and analysis; it is essential to assign priorities to the documented needs, initiate programs/changes, and establish evaluation procedures to insure a continuous process of re-examination and modification.

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Note: ED numbers refer to ERIC documents in microfiche collections held by over 700 libraries (U.S. and foreign). They may be read on site or obtained in microfiche and paper copy reproductions. EJ numbers refer to ERIC journal articles (not available on microfiche). Both documents and articles are components of the ERIC data base which can be computer searched by online retrieval services.

Deborah Herbert
Assistant Editor, ERIC/CAPS

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ARE YOU READY TO RECRUIT?

1. Has your program developed a demographic profile analyzing the traditional student market? Yes__ No___

2. If the traditional market is declining or threatened, have plans for marketing to the adult learner and others been developed?
   Yes__ No___

3. Has a demographic profile been developed for the adult learners in your service area? Yes__ No___

4. Have employers in your service area been surveyed for learning/training needs? Yes__ No___

5. Has the above information been shared and discussed with faculty, staff, and administration? Yes__ No___

6. Have questions of classroom quality and adult learner needs been addressed? Yes__ No___

7. To learn from the experiences of other institutions, have their successful/unsuccessful programs been examined? Yes__ No___

8. Do you have personnel who can adjust to, understand, and serve the adult market? Yes__ No___

9. Do potential enrollments and revenue production from the adult learner market justify the expenditure of time and money?
   Yes__ No___

You are ready to proceed with your recruitment marketing effort if you answered "yes" to these nine questions.

HOW TO PREPARE MARKETING MATERIALS

INTRODUCTION

Public relations, in the broadest sense, is the art of making the public aware of what an organization is doing, why it is doing it, whom it serves, and how it contributes to the welfare of the community as a whole. The purpose of public relations work may be to gain financial support for a program or to increase political support from government officials. Or it may be to increase the status and dignity of an organization in the community. Although these functions of public relations, and many others, are important to the success of a program, we will limit our discussion in this workshop to using public relations for recruiting nontraditionals--for spreading the word about programs to increase their enrollment.

There are many ways of informing the public about nontraditional programs. Directors may give speeches or workshops to local civic and business groups, or they may form linkages with business, industry and government to encourage community leaders to recommend their programs. However, the most widely used method of publicity, and to some the most effective, is use of print and broadcast media.

Ideally, program directors should use professional public relations firms to develop materials and to guide media users. However, few vocational schools, and even fewer federally funded training programs;, have a large enough budget to afford using these firms. Therefore, recruitment officers need to know how to develop their own materials to entice nontraditionals.

This is a discussion of writing six basic public relations tools: brochures, fliers, posters, newspaper ads, press releases and public service announcements (PSAs). From examples provided here, we will adapt materials to your programs and will assist you in developing your own public relations package. We would like to hand you all well-prepared brochures, press releases, etc., that would only require you to add your program name, address, and telephone number. However, as you will see shortly, all of the media tools must be tailored to your special programs in order to be effective. The unique benefits your programs offer are your major selling points, which will be the catalysts for recruiting students.

JOURNALISTIC WRITING

The key word for journalistic writing is "short"--short words, short sentences, short paragraphs. Under-write rather than over-write. Let the idea or activity, rather than fancy words, sell the story. Avoid adjectives. Let nouns and verbs relay the message. Use terms familiar to the average reader.

Paragraphs and sentences should be concise. Newspapers, magazines and brochures have narrow columns, so if paragraphs are too long, they could take up too much space. Instead of writing a compound sentence, break it into two simple ones. And keep all paragraphs to three sentences or less.

Always present true, factual statements. If opinion is expressed, yours or someone else's, support that statement with specific, clear examples. Place the attribution for the information directly in the text. Footnotes are not necessary.

The point to remember is to make writing and organization as easy to understand as possible. Journalists fight for their audience's time to read or listen to their words. Don't write a college English paper. Cut the verbage in order to grab the audience's attention. Without this attention, writers will not be able to sell their programs to potential students.

SIX STEPS TO EFFECTIVE ADVERTISEMENTS

The public is bombarded daily with advertisements—1,500 every working day. There are so many ads yearning for attention that people cannot possibly digest them all and retain their sanity. For the best possible chance of gaining that attention, follow this procedure for effective promotional exposure when writing brochures, fliers, posters and newspaper ads. (Adapted from the Huenefeld Report, 1977)

1. Grab the Reader's Attention. There must be something dramatically different about your ad if it is to stop the scanning eye of the reader. Attention-winning devices or gimmicks are most likely developed as illustrations or unusual typography that work much faster than a copywriter's words. And, those words have to be immediately obvious to the reader whose momentary attention you have just won. A major portion of that small minority who pay attention is lost in this next phase, because at this stage they are still semi-consciously hoping they won't be compelled to spend any of their time on the ad.

2. Pass the Split-Second Interest Test. Once the ad's attention-getting device has arrested the reader's eye, you have perhaps six or seven seconds to convince each reader that taking time to study the ad will be worthwhile. This means that the single most compelling reason a large number of people should be interested in what you are selling has to be immediately obvious to the reader whose momentary attention you have just won. A major portion of the small minority who pay attention is lost in this next phase, because at this stage they are still semi-consciously hoping they won't be compelled to spend any of their time on the ad.

3. Make the Ad Organization Obvious. Even after you have convinced the reader that the ad says something of interest and importance, you are very likely to be deserted the moment the reader's patience is tried by any difficulty in getting the message. So it can be deadly to make a reader search through an ad for the specific information needed to reach

a decision. A good ad is one which uses the space layout, the typography, illustrations, and sometimes even color to guide the reader through the message as smoothly as possible. This careful organization should be obvious at first glance; the reader who knows it is going to be easy is much more likely to invest a few minutes in the ad than the one who expects upcoming confusion.

This process of obvious, visual organization is perhaps the principal challenge to the designer. It should be neatly tied into the prior attention-getting strategy and the display of the spilt-second interest clinching copy. That way, the reader is led easily from a superficial glance (attention) to a pricking of the curiosity (interest) to a serious absorption in the message.

4. Present the Product with Clarity. Once the reader is absorbed, basic copywriting takes charge. The copywriter's mission, at this point, is simply to give the reader the clearest, most appealing concept of the program involved. Flamboyant adjectives have very little effect at this point; they may even undermine credibility. A straightforward outline of the nature and contents of the program should be the backbone of the copy. Stress the benefits the reader can get from the program (higher salary, a more enjoyable job, less physical confinement) rather than attempt critical appraisal of the training offered; readers are essentially interested in themselves, not program status.

5. Overcome Suspicion. It is inevitable, in a society that practices salesmanship in the wide-open fashion ours does, that most readers are automatically suspicious of ads and other forms of sales talk. To get action, we have to overcome this suspicion. The quickest, easiest way to do this in program ads is to provide statistics or case histories of students that have succeeded after completing the work. Another way is to quote authorities whose names are recognized and generally trusted as they say good things about the program.

6. Make it Easy for Readers to Respond. You need to have a very clear idea of what you are asking the readers to do. If you are asking them to look into your program more thoroughly, you need to check your ad to make sure all feasible help for that response is available.

If you follow these steps in preparing your brochures, fliers, posters and newspaper ads, your work should result in more effective advertisements. One final point to remember is to maintain consistency in all advertisements developed for a program. Consistent use of a strong logo, unusual typography or illustration in relation to a particular program can help overcome customer resistance by creating the impression: "I've heard of this program before, so it must have proved effective or useful enough to merit attention." We should not kid ourselves about the extent to which readers will remember programs from one ad to the next. Cumulative-impact devices work; however, if they are repeated time after time to the same audience.

PRESS RELEASES

Two forms of press releases will serve program directors best: news stories and feature articles. The news stories are usually short pieces used to inform the public through the media about special events or accomplishments. The feature articles are factual interest stories about the program, staff or students that the public would find curious. The purpose of any press release is to promote your program by informing the public. Keep in mind that editors are looking for articles of benefit to the public, so write the releases with the public's interest in mind. Ask yourself, "How will this information benefit the average citizen?"

Follow the journalistic writing style discussed earlier. The typical journalism rules for a reporter apply to public relations people writing press releases. Keep paragraphs to one or two sentences—three at the most. Use simple language. Support information with examples, and acknowledge sources of quoted statements at all times. The lead (opening paragraph) should be as creative as possible.

News stories and feature articles are organized differently. News stories must tell: who did something, what happened, when and where did it (or will it) happen, why did it happen, and how it was done. Any pertinent additional information may be added. Write the most important facts first in the article and the least important last. In the sample news release, we begin by telling why the speech is important. The "why" lead lends itself to a more interesting beginning sentence. The other data follow in a logical progression.

The feature article is organized more like a short story. Begin the release with as catchy a lead as possible. Then categorize the information into sections and simply tell the story.

Rules for formatting press releases should be strictly followed if you want editors to use your copy. Here are some basic guidelines:

* Type on 8-1/2 by 11-inch bond paper.
* Use one side of the page only.
* Double space copy.
* Type slugs at the top left and the top right of the page(see examples).
* Begin stories a third of the way down the first page. Begin other pages one inch from the top.
* Indent paragraphs clearly.
* Do not split words at the end of the line.
* Do not divide paragraphs between pages.
* Place "MORE" at the end of all pages except the last. Place "30" at the end of the story.
* Keep copy clean. Edit carefully and retype.

PUBLIC SERVICE ANNOUNCEMENT (PSA)

Before deciding how to go about getting a message out on the air, think seriously about whether or not the message serves the public interest and is intended for a large enough audience. Remember, radio and television time is expensive.

Competition is tough. Broadcasters are faced with a tremendous number of requests for free public service time, and not all appeals can be honored. Most stations contribute literally thousands of dollars worth of time and facilities annually to many deserving community efforts. But there are simply not enough dollars worth of time and enough broadcast hours to accommodate every request. The station's product is its air time, and air time, unlike a newspaper, cannot be expanded to accommodate extra material. Vocational educators are competing with hundreds of other groups, convinced that their projects or programs are as deserving as others.

Since special interest groups want to reach a large audience with a relatively short message, the public service announcement (PSA) can best accommodate that need. It may vary in length from 10 seconds to a minute. The preferred lengths at most stations are 30-, 20-, and 10-second spots. One 10-second spot announcement, if aired three or four times per week, may reach more people in the long run than a five-minute or half-hour interview program, thereby offering greater returns on public service publicity.

Once the message has been accepted by the broadcast public affairs department, the PSA must be submitted in the best and most practical manner possible. A PSA is written very much like a press release for a newspaper, including the what, when, where, who, why, and how of the event. Copywriters must be sure to include a telephone number at the end of the message. Also, copy must be measured to accommodate the time slot allotted. When writing spots without a stop watch, a good rule of thumb to follow in judging the length is as follows:

60 seconds	140 words
30 seconds	70 words
20 seconds	46 words
10 seconds	23 words

Broadcast stations accept three types of PSA presentations. The most common is the booth announcer method. PSA copy is submitted to the station public service director who, in turn, assigns a professional announcer to read the message over the air. Television, unlike radio, has to project a visual image while the spot is read. Therefore, at least one 35mm slide, which is professionally prepared and meets the standard 3X5 ratio, should be submitted. Some television stations will prepare the slide at a reasonable cost. Otherwise, interested groups will have to pay an independent slide producer to do the work. Photographs and posters cannot be used with public service messages. The only times they are permissible are on live or taped programs.

Another choice is 16mm sound-on-color films that are professionally produced. Because the cost o film production is relatively high for most local organizations' budgets, most program directors probably will not be using this option. Generally, national service groups rely on films for their messages because of a generous budget set aside for this purpose.

A videotape presentation is a third choice. Again, this method of presenting a message is much more expensive than the first. There is a distinct difference between a videotape and a 16mm sound-on-film. Often, people will call a television station and say they have a tape they would like to have screened. A videotape screening is then set up through the engineering department for a specific time to utilize the videotape equipment. An individual may arrive with a 16mm film, which means that time as been set aside in the control room that could have been used for other tape productions. Films are screened in the public affairs department, so the time involved in threading a film into the projector is not as crucial as videotape screening time. (Adapted from WBNS-TV Guide to Air Time, 1980)

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"How can I get my message on the air?" WBNS-TV guide to air time. Unpublished notes, WBNS-TV in Columbus, Ohio, 1980.

"How to prepare more effective book advertisements." The Huenefeld Report. Bedford, Mass.: Vinebrook Productions, Inc., January 10, 1977.

Marshall, S. H. Public relations basics for community organizations (3rd ed.). Hollywood, California: Creative Book Co., 1973.

What factors determine the selection of this medium?	What is the main purpose of the advertising effort? Can direct advertising best accomplish this purpose? Why?
What factors determine the form of the piece?	How much material must be presented? Are illustrations and type matter relatively equal in sales importance? Is message mainly attention getting, or mainly informative? What kind of illustration best fits the purpose? What kind of art work do the illustrative needs suggest? What general form of piece will best present the message (leaflet stuffer, package insert, blotter, Calendar, circular, illustrated letter, booklet, book catalog, broadside)?
What factors help determine production?	What kind of engraving and printing do illustrations require (letterpress, lithography, gravure, collotype, silk screen, etc.)? Is color a major factor? What kind of paper does reproduction require? Is mailing weight important? Is length of run suitable for economical use of printing process chosen? What sheet or page size will cut to advantage from standard-size stock? Will this cut of stock provide pre-sheets of proper size? Will stock fold the required number of times without cracking?

	Has grain direction been checked with direction of main folds? Has number of folds been checked against weight of stock? Is stock heavy enough to require scoring? If piece is to be machine folded, has dummy been checked with printer or binder to avoid waste of paper in impositition, and to allow possible economies in binding? Is stock available in duplicate lots if needed? Is piece a self-mailer? If not, will it fit standard size envelope? If a self-mailer, is sufficient space left for address? (Post Office requires at least 3-1/2 inches from right-hand edge.) Has complete dummy, including envelope, if any, been checked for mailing weight? Allow for ink, stamps, stickers, etc.)
Layout and general factors	If folder, circular, or broadside, have folds been planned to open consecutively with progress of message, and without obliging reader to turn piece in hands as he reads? Does effort to achieve novelty and interest sacrifice legibility or ease of reading in any way? (Monotony in type treatment and in size and shape of illustrations should be avoided, but not at the expense of a clear presentation of the message.)

Has care been taken to harmonize line and halftone illustrations appearing on same page? (Tint blocks under line cuts, or line borders around halftones will help pull the two together. As a rule, the halftones should dominate such a combination showing.)

Is it possible to use a folding scheme in which one piece of display does double duty (i.e., is seen on both of two spreads as they are opened consecutively)? Watch stock envelope size when planning unusual folds, and remember that grain of paper should run with major folds.

Is each pair of facing pages or set of facing areas designed as a unit?

If color is used, has piece been planned for maximum effect?

Does color as planned accomplish more than merely to attract attention?

Has proposed color treatment been considered from the point of view of appropriate suggestion (of qualities such as warmth, coolness, purity, etc.)?

Do important cost or time factors tend to change any decision suggested above?

WHEN TO USE VARIOUS MEDIA

Newspaper

1. Use the newspaper when you wish to reach the general adult population in a given locale or geographic area.
2. When immediate results are expected.
3. When you want the potential adult learner to have some written material to use as a reference.

Radio

1. Use radio when your message is brief and fast-moving.
2. When your audience does not need a written reference.
3. When repetition is highly desirable.
4. When the message is simple and does not require detailed instructions to precipitate action.
5. When a visual display is unnecessary.
6. When a personal appeal to the general adult population is desired.

Television

1. Use television as the media when you are trying to reach the general public.
2. When a "show and tell" message is needed.
3. When a broad offering of continuing education programs justifies a large expenditure.
4. When a brief visual and oral message is adequate, thus precluding the need for a written reference.

Direct Mail

1. Use direct mail as the media when you have accurately identified an audience.
2. When you want to provide every residence in a given area with a brochure or flier relating to adult and continuing education offerings.
3. When you want immediate action on the part of the recipient via the mailing of a registration form.
4. When a personal message is desired.

Outdoor and Traveling

1. Use outdoor and traveling advertisements when you want to repeat a message time after time.
2. When permanence is important.
3. When you basically wish to use a short, institutional-type message.

Specialty

1. Use specialty advertisements when you have constituents that you wish to recognize.
2. When you want to participate in a special promotional effort such as special retail sales.
3. When a simple advertising message over a long period of time is desired.
4. When you want to create good will.

In-House

1. Use in-house communication to relay various advertising messages whenever possible.
2. When you want to use employees to promote the education program.
3. When you want to involve your fellow employees in the education program.

WHAT TO LOOK FOR IN PROMOTIONAL MATERIAL

If a copywriter or an advertising agency is not a financial reality, then preparing the advertising copy becomes the educator's responsibility. How to section, "How to Prepare Marketing Materials" contains examples and guidelines for preparing that copy. Whether preparing or approving copy you should watch for the basic elements covered in this section.

Type of Media - Material Needed Prior to Executing the Advertisement

Newspaper

1. A concise well rounded headline.
2. Illustrations that simplify copy.
3. Factual copy with a reference to poviding learner creating value satisfactions.

Radio

1. Fast-moving, factual copy with at least an implied reference to providing learner-creating value satisfaction.
2. Words comprising the message are simple but concrete.
3. Repetition of key points greatly strengthens a radio advertisement.
4. Suggest action.

Television

1. Material to be presented orally should adhere basically to the guidelines for radio copy.
2. The visual material, if not confined to an announcer and copy, should use color if at all possible.
3. The visual material should depict some action.
4. Incorporate more than one selling message into the ad.

Direct Mail

1. Written material should adhere basically to the guidelines for radio.

2. If applicable, provide the reader with more than one reason to take positive action.
3. Visual illustrations should simplify copy and promote action.

Outdoor/Traveling Advertisements

1. Letters and illustrations should be of relatively large size in relation to the size of the signboard.
2. Repeat a certain theme in several locations.
3. Limit the number of words to fewer than ten as a general rule.

Specialty

1. The courtesy favors should be colorful.
2. In general, limit the number of words to institutional identification, with the exception of calendars.
3. Utilize useful items as courtesy favors.
4. If possible, courtesy favors should relate to the program or services provided.

TIMELINE FOR MEDIA RESULTS

Once the promotional program is initiated, responses can be expected according to these time frames.

Types of Media	Time lapse prior to expected results
Newspaper	One day to one week after ad appears
Radio	Immediately to three to four days later
Television	Immediately to three to four days later
Direct Mail	One day and up to two or three weeks after the recipient receives the announcement.
Outdoor Ads Specialty Items Traveling Ads	An indeterminate amount of time depending upon the message. If institutional, effectiveness is difficult to measure.
In-House	In-House advertising is difficult to measure; an indeterminate time span.

OTHER PUBLICITY IDEAS

Drop-in ads
T-Shirts
Press Conferences
VIP's

Sandwich boards
Gimmick photos
Commemorative posters
Donated advertising
School handouts
In-house publications/newsletters
Column features
Out-of-town papers
Tips sheets
Church newsletters
State Business and Professional Magazines
Milk cartons
Newspaper calendars
Window displays
And just about anything else you can think of !!!!

HOW TO WRITE ADVERTISING COPY

In the real world of advertising, the copywriters rarely sit down and consciously consider the basic human psychology behind the commercial or advertisement they are creating. But they do keep in mind several techniques that are based on the principles we have discussed. The following information outlines some basic principles used in creating advertisements. It is quite literally "how to" information that can be practically applied in the marketing of information.

Transaction Proposition - is the name given to the "do and get" idea. We are trying to get someone to buy or act. Benefits are the single most important part of the transaction proposition. They describe why you'll be better off for having this product as opposed to a feature. Earn a degree is a feature. Earning more money or getting ahead in your job is a benefit.

Quantification - If you quantify you get a much better understanding and therefore effectiveness. Quantify with a number ... quantify the benefit.

Basic Benefits - different brands of the same product have the same benefits, service or qualities. The differentiating benefit is what sets your product apart. There must be a need—basic benefit—of the product before they will look for the benefits offered by your products. A competitive comparison is natural and, therefore, we must get the consumer to believe our benefits are true.

Support Copy - Helps the reader to believe your copy is true and important. There are four kinds of support copy.

1. data or proof
2. explanation
3. example
4. testimonial (objective third party)

Support copy should be long. You cannot support a product with short copy. Long copy increases the power of persuasion and doesn't decrease readership. An essay on your product is good support copy as long as it is leisurely but factual.

Copy Checklist for determining length and/or benefits you need to mention. Ask yourself what you want the ad to do and what the capabilities are of the vehicle it will be running in.

Risk - what risk do you want the reader to take?
Effort - what is involved in doing what you want him/her to do?
Sacrifice - time or cost the buyer will need to commit in order to do what you want him/her to do.

The more you ask the more you need to offer. List a number of benefits, at least four. The consumer believes only 50% of the benefits you list because of past experience with advertising. (Advertising tends to be too positive about its product so it is not trusted entirely.)

Checklist for Copy

1. Is it understandable?
2. Is it relevant to the vehicle, audience locaton?
3. Significance - it must be significant to the reader.

Five Most Readable Type Faces

1. Bookman Bold
2. Helvetica Medium
3. Optima
4. Souvenir Medium
5. Times Roman Bold

These type faces have been shown to increase readability from 10-90%. Don't use fancy type faces, screens or prints behind copy.

The key to copy is the transaction proposition. The reader reads the copy. That is all you want him/her to do for now, and in return she/he gets a list of benefits or information or a description of your product. Don't offer information and sell something at the same time ... it's confusing.

Description of what you want them to do, what they'll find or how it will help them is what readers need and want to see. You cannot over describe. Studies show that if you say "read this" you increase readership 25 to 100%. People like to be told what to do or better, how to do it.

Summary of Readership

50 to 90% read headlines
50 to 90% look at illustrations
3 to 15% read copy
subheads get 20 to 50% readership and increase body copy readership by 5 to 25%. (Based on McGraw-Hill studies)

WHAT TO DO WHEN GRAPHICS ARE USED

THE PRODUCT

What is being sold?

Physical product, or service?
Who makes (or provides) it?
Does it stand alone, or is it one item in a line?
Of established reputation, or being introduced?
Distribution national, or sectional?
Luxury, or necessary?
Used by both sexes, or by one sex exclusively?
Is price, or quality the main appeal?
Is product seasonal, or used all year round?

What is its essential value to the user?

Tangible, or intangible value?
Bought by user mainly for his own sake, or as means to an end?
What are its principal sales points?
Does it meet competition?
In what respects may be honestly said to be superior to competitive products?
Does it have "human-interest appeal"? If so, what?

If offered to dealers:

What is its value to the dealer? Unit or aggregate profit, quick turnover, prestige, exclusive sales right, suitability to his trade, etc.?
What are its demand-creating features?
Where is demand coming from?

What are we doing to create and increase demand?
Will demand be permanent, or can it be made so?
What is product's strongest point in competition?
What special price, terms, or service inducements are offered?
Can our advertising be tied in with the dealer's own selling efforts? ("Cooperative advertising in local newspapers, window displays coordinated with national advertising, store demonstrations, sampling, etc.)

THE MARKET

Who are the customers?

What are the characteristics of the customers as to age, sex, social position, income, buying habits, etc.?
What is their attitude (indifferent, friendly, hostile)?
Are customers in cities, the country, or both?
Is their educational background limited, average, broad, technical, professional?
In what are they most interested? What are their needs, desires, etc.?
Why should customers use it? What will it be worth to them in money, comfort, safety, satisfaction, prestige, personal pleasure, etc.?
What, if anything, are they losing by being without it? Will it "pay for itself"?
In what way is it better than what they are not using?
Do they realize their need, or must they be shown?
If they realize their need, what is holding them back from purchase?
If reader is buying for someone else (parents, husband, wife, children), on what ground should appeal be made? If purchase is for children, which parent is likely to select?

THE OBJECTIVE

What is the main purpose of this advertisement?

To arouse interest in product or service?
To cause reader to investigate, go to a store, or get in touch with company or agent?
To show reader his need?
To educate customer as to new product, or new use of old product?
To meet competition and build confidence by showing value, answering objectives, or offering service?
To remind reader of well-known product or service—to keep up momentum of sales?

What emphasis is needed or possible?

Should price be displayed or subordinated?
Should any element be isolated for emphasis in white space?
Is massed white space for emphasis needed opposite any element?
What should be the size and shape of illustration(s)? Large, medium, small; "square", oval, circular, silhouette, irregular, or combinations?)
Can the copy be run effectively on a picture of package or product be used as background for whole advertisement?
Can the outline of package or product be used as border to contain whole advertisement?
If for very small space, how can layout be made striking? (Shape irregular, display in reverse, irregular-shaped illustration as background for copy or display, advertisement smaller than space but touching four sides, etc.)

How can quick grasp be assisted?

Can illustrations be overlapped or combined?
Can headline and main illustration be combined?
What pointing devices are needed to insure right order of observations? (Hands, arrows, lines, spots, edges of type masses, interior rules, gaze movement of figures in illustration, or leading lines or movement in illustration?)
Can type masses be specially paragraphed or subheaded for ease of grasp?
If coupon is required, does layout lead eye to it?

Other layout points:

Is coupon, if any, large enough to be easily seen, conveniently filled out, and placed so that it may be easily detached?
If borders are needed, should they be purely protective, or decorative?
Is ornament desired? (When in doubt, leave it out.)
If for letterpress, are proposed plates suited to stock and printing conditions of medium? Line, line and Ben Day, half-tones of proper screen, square, with or without border line, silhouette, vignette, blow-up, etc.)
If for lithography or gravure, have special conditions of copy preparation been taken into account?
Will layout as planned harmonize with editorial tone and illustrative style of medium?
Is layout in line with reader mentality, age, reading habits, taste and point of view?

THE TYPOGRAPHY

What general factors determine selection of type?

- What is the age of readers? (Attitude, eyesight.)
- What type will be familiar to readers?
- Will the copy be read hastily? In good or poor light?
- What general type style does the nature of the message suggest?

What technical factors determine selection?

- What size, taking amount of copy into account, will set body matter legibly?
- What length of line and heading will provide maximum legibility?
- What family or families of type for body matter will suggest appropriate atmosphere?
- What size and families for display? (Legibility, emphasis, appropriateness.)
- What size and family for legible set-up of subordinate matter? (Coupons, notes, legends.)
- Is type available in sizes and families specified?

Other type factors:

- Are center or side headings desirable for ease of comprehension or break-up to make copy look inviting?
- Will body type selected harmonize in weight with tone of illustration? Does its design harmonize with technique of illustration?
- Is border and decorative matter in harmony with typography?
- If type is to run in colored ink, or in black on colored background, does it have proper contrast for legibility?
- If to run in reverse, or over gray tint, is type heavy enough to stand out?
- Is type in size, weight, and family suited to printing process and paper stock to be used? (In letterpress, check tendency of any type face to print darker or softer than on hard-surfaced stock. In offset, check reproduction proofs for smears or imperfectly printed characters. In retrogravure, check reproduction proofs also, and consider tendency of fine hairlines to break, or if in reverse, to fill.)

SOME TRICKS TO SUCCESSFUL CAMPAIGNS

PLACING YOUR ADS

In Magazines - There are no significant changes in readership between the inside front cover, outside back cover, table of contents spread, pre-editorial, editorial and post editorial. The table of contents and the outside back cover increase readership by 15% over the others.

In Newspaper - The front page (which you usually can't get), back page, obituaries, comics, TV listings and supermarkets ads will increase readership of other newspaper areas up to 20%.

Classified ads get 3 to 5 times the readership to the dollar spent.

Sunday is the best readership day.

Men will read the Sunday paper about 20 minutes and women about 10 minutes.

Thursday (or food day) is next best day for readership. Men don't read it more but women will read 30 to 40 minutes a day.

Studies show that men don't read the sports section Sunday editions during the football season. Mondays do well for sports sections.

The middle section of a newspaper page gets best readership, middle third. The upper third is next best and then bottom third.

STARCH ON COLOR

Three types of color:

1. Neutral - screen tints, logo or corporate images
2. Non-functional colors - a second color lost in the first
3. Functional color - full color

Non-functional colors loose readership compared to B & W. Neutral makes no difference to B & W and full color will increase readership about 30%.

BRUSH-UP ON ART WORK

Men & Women - Who Relates to What

MEN	WOMEN, WORKING	HOUSEWIFE
1. Best relate to men	1. Other women	1. Children
2. Children - 10 pts less	2. Men - 40 pts less	2. Women
	3. Children	3. Men

3. Women - 20 pts less
   than men

Men tend to overlap job (work) and home reading. Women separate the two.

A. Illustrations Help Communicate

1. An illustrated ad is livelier than one which is copy only.
2. A drawing or photo can provide both emotional and factual ties between reader and copy.
3. Illustrations get the point across quicker than unillustrated copy.

B. What to Look for in an Illustration

The top audience appeal goes to illustrations which show or imply some kind of action.

1. A static product—a casserole dish—is shown more effectively if hands are holding it.
2. A person talking into a telephone is better than just a picture of the telephone alone, or of the person alone.
3. Equipment being used is better than just a photo of the equipment by itself.

Charts and graphs have limited uses—you have to have something of interest to the reader which can be reproduced as a graph, chart or table. With such complex material, sometimes a chart, graph or table is the only reasonable means of explaining what you are talking about.

Charts, tables, and graphs in these instances serve as both copy and illustration. They function as copy by using words and numbers to explain. Graphically they have an effect on layout which is very similar to a photo. Artists' renderings and similar "art work" tend to make readers suspicious. They assume that poetic license was used to exaggerate the truth.

C. Adding Extras to a Photograph

Just using a picture is not enough in many cases. You should look for ways to boost reader interest in the photograph, such as:

1. Put some kind of living being into your picture, preferably one which is using the product. You can use people—of any age—dogs, cats, monkeys, horses, cows or chimpanzees. There should; however, be some kind of reasonable relationship between the product and the creature.
2. Use close-ups or inset photos to help emphasize an important point.

3. Utilize functional color to outline or highlight a special part of equipment or some other area to which you would like to draw attention.
4. Use a special screen to drop out all except the area to be highlighted. Remember that screening tends to make copy less readable and photo areas less clear.

D. The Size of Illustrations

People like pictures, so long as they contribute something to their knowledge of the advertised product.

Generally speaking, the larger the illustration, the better the readership.

Studies have shown that an illustration which dominates the ad can increase readership by as much as 15% over a small picture which tends to get lost in the copy.

Using more than one illustration will not double or triple readership, but multiple pictures do not harm the ad, either.

Plan to use multiple illustrations only when each will contribute some additional information and help your story-telling process.

GETTING THE LAYOUT STARTED

A. The First "Rough" Layout

The copywriter's "rough" is usually the first stage in development of an ad layout. (The reason a copywriter should get the job of doing the initial design is that she/he has more information about both the specific object of the ad in question and about total campaign and company goals than an art director or layout artist usually has.)

Since the copywriter is carrying the burden of making the layout work, she/he has a responsibility for getting the show under way. What the copywriter's rough layout does is:

1. Indicate use of an illustration(s) and how much importance it will play in the total ad.
2. Indicate need for one (remember the secondary, explanatory headline which can follow the master headline).
3. Show how copy can break.
4. Provide for use of a box or coupon to give the reader instructions on responding to a direct response ad.

This first layout is, indeed, rough. It's usually undersized, lacks definition, isn't especially artisitic unless the copywriter in question has additional skill.

Most copywriters have to label each element of their roughs—otherwise, the artist would never be able to figure out what the writer meant.

Working from this unartistic, undersized, incomplete effort at design, the layout artist or art director will provide the first publicly-viewed layout, refined in size and proportion as well as artistic capability.

B. The Artist's Rough

The move from one "rough" to another is actually a big step. The artist's rough is far more refined than the thumbnail-sized "rough" produced by a copywriter.

There is still no finished material on this stage of the layout. But the artist's illegible indication of headlines, logos, subheads and copy begin to look like the real thing—even though no actual lettering has yet taken place.

In addition, the indicated illustration starts to look like the real artwork will look. The smiling baby clutching a box of gentle laundry detergent will appear to almost anyone to be a baby, not an injured football.

The artist's "rough" has to be reviewed and edited or approved by the institution's art director or by the promotional director.

Once that person and/or the account executive and, sometimes, the copywriter, have approved the second rough, it may be shown directly to the client/department head or, depending on circumstances, may be returned to the artist for a "comp" to be made.

C. The "Comp" Really Counts

The "comprehensive layout" is the stage at which changes should be made. Elements of the comp include a state of the proposed illustration, hand-lettered headlines and more refined representation of company name, address, motto, logo, etc.

So far, money has not been spent on setting copy or headlines in type. For the comp, blocks in which copy will be set are neatly lined and accurately scaled to show the width of columns, depth of copy, relationship of copy to the total ad space.

This is only one step from the "Type Comprehensive."

D. The Type Comprehensive

The type comprehensive layout consists of the previous comp, but with type set and pasted in place over the lined areas.

It is still possible to make changes, but now you will have to pay for resetting type.

Illustration changes are better made earlier in the game as well. If you let the illustration ride until the entire type comp is put together and then alter the entire image of the ad and send the project back, it is very expensive.

E. What Makes Good Layout

Generally speaking, the elements of a good layout include:

1. An appearance of good taste and ease of readership.
2. A design which enables the headline to function.
3. An illustration which is appropriate to the product and to the mood of the ad.
4. Balance so that no one element of the layout dominates to the extent that it excludes other elements.

For instance, while a photo may be dramatic and draw the reader's attention, it should not be so overpowering that it makes you forget the copy is there.

The subject of layout is worthy of a separate book—and a separate course in school.

But you can learn a great deal about good layout by viewing ads in publications you read and judging whether or not they are working, by evaluating the elements of ads which are known to be highly successful and determining why these elements came together so well.

F. Tricks That Help Layouts Function

Working within the framework of the overall design, the selected illustration and the planning of copy blocks, there are certain graphic emphasis devices which can be highly effective in drawing readers into copy and/or keeping them going.

SHORT BOLD-FACE LEAD IN WORDS can be used to begin every few paragraphs. Be sure that attention is drawn to words which lend meaning to the copy and which will be followed by important information.

Underlining can be used at any point in copy to bring emphasis to single words or phrases.

Indentation can be carried through an entire paragraph to set it off from other copy.

In other instances, a single paragraph can be indented both left and right to distinguish certain information.

List of key facts can be lettered or numbered in bold face or asterisks can be used to highlight items in a brief list.

G. Mistakes of Design Which Destroy Readability

There are dozens of things which can go wrong with an ad, many of which are related directly to the design and execution of the design.

Among the major problems which destroy advertising effectiveness are those which destroy readability.

It really doesn't matter how effective your illustration is or how well you write the copy if nobody can read it.

Among the most common mistakes of advertising from a design point of view are:

1. Reverses. The normal presentation of printed text is dark ink on a light background. It is easy for people to read with dark on light, high-contrast presentation because it is familiar to them. There are, of course, exceptions and a good artist knows when a reverse is proper.

2. Overprinting. Overprinting can involve either convention dark-on-white or reverses. An overprint is when copy runs across part of an illustration or, worse yet, across other copy (text has been set to actually break the edge of display type.)

3. Excessive Capitalization. Again, people are used to reading material which is comprised of almost 100% lower case letters.

Reading patterns easily follow the conventional flow of lower case letters.

The most common capitalization includes the first word of every sentence and some words within sentences.

Headlines and/or body which follow the normal rules of capitalization are the easiest to read and to understand. They are the most effective for that reason.

4. Use of Italicized or Script Type. The familiar—Roman vertical type; the less familiar—italics, script, highly squared block letter, etc. Stick with the easy to read roman-style, serif type.

5. Rules for body copy. Type for body copy should be as easy to read as possible. Lines of set type should be limited in length according to size of type—about 60 to 65 characters is the practical maximum for most type. Small typefaces, short lines. Large type permits use of larger lines.

Type for body copy should be in roman-style serif typestyles.

H. Type for Headlines

To a great degree, selection of typefaces for headlines follows rules similar to those for body copy, except that:

1. You can use italics type.
2. You can use sans serif type, which severely limits copy readability.
3. You can make limited use of some decorative types.

Even so, be wary about ultra bold, heavily expanded, extremely light or other type styles which vary in great degree from the familiar and "normal."

Exceptions to the Rules - There are always proper exceptions. But, keep in mind, you are often trying to force people to read your material, so make it fit the general rules of acceptability and readability as often as possible.

ACTION FORM

Target Market:

Needs Assessment:

Goal:

Completion Date:

Offices/Department Responsible:

Committee:

Action Plan:

Success Indicators:

Cost:

MARKETING FOR FUND RAISING

I. Internal Analysis

A. In one sentence, state the mission of your organization.

B. Identify and evaluate the needs of your project.

1. Identify resources - manpower, skills, money, access to influence.

2. Evaluate resources.

II. External Analysis

A. Identify all publics or markets. Map these markets.

B. Identify target markets.

C. Analyze target markets.

Exchange Must Balance

Markets' Needs and Wants — Organizations's Goal and Mission

D. Analyze competition in the marketplace.

III. Marketing Mix - The Four "P's"

A. Product
B. Price
C. Place/Distribution
D. Promotion

SELF ASSESSMENT OF LIFE EXPERIENCE

This instrument is an adaptation of a model, developed by W. G. Anderson, Director of University-wide Projects at the University of Illinois, to help individuals assess their lifelong learning experiences. This becomes a guidance tool which should be completed by the learner after consulting with appropriate individuals.

I. Who am I as a Person?
   A. Personal Data:
   B. Educational Background:
   C. Employment History:
   D. Volunteer Experiences:
   E. Civic, Social, and Professional Organization Experiences:
   F. Interests, Hobbies, and Leisure Activities:

II. What Do I Want To Accomplish?

Goal 1 _____ Start _____
_____ Finish _____
Goal 2 _____ Start _____
_____ Finish _____
Goal 3 _____ Start _____
_____ Finish _____
Goal 4 _____ Start _____
_____ Finish _____

III. What Resources Are Available for Goal Attainment?

Individuals	Resources
_____	_____
_____	_____
_____	_____

Groups	Resources
1._____	_____
2._____	_____
3._____	_____

Agencies/Organizations	Resources
1._____	_____
2._____	_____
3._____	_____

HOW TO DO A CAREER AWARENESS PROGRAM

The program can help students to recognize that many jobs have certain elements in common and form job families, that each occupation has ramifications for a person's lifestyle, and that there is a close connnection between occupations and educational preparation. The Florida Center for Career Development Services (CCDS) is used as a support tool throughout this Career Program.

There are four major components of the CCDS. They are: TIPS, CHOICES, CAPS, and VIEW. The services of each of these programs are outlined in the following discussions.

TIPS

TIPS FOR SUCCESSFUL EMPLOYMENT AND LIVING

TIPS, a microcomputer software system, teaches those necessary employability and life skills.

TIPS computerized learning activities can help any individual develop the functional skills necessary in the transition from school to work, home to work, and job to job.

Competencies and objectives addressed by the TIPS system were identified through a needs assessment survey. This survey was directed to Florida employers, counselors and occupational specialists, and students.

TIPS is user oriented for students or clients.

The TIPS system contains:

* A user orientation to the information presented in TIPS and how to use the microcomputer.

* A presentation of each of the three major subject categories:

  The job search: Finding a job and getting hired.

  Once you're on-the-job: Developing good work habits and handling job changes.

  Enhancing personal life skills: Managing personal finances, human relations, and job effectiveness.

* Pre-assessment instruments called pathfinders for each of the three major subject categories.

* 21 Instructional Modules

  Preparing for your job search

Planning for your job search
Finding job leads
Writing your resume
First contact with an employer
Researching a prospective employer
Taking pre-employment tests
Preparing for an interview
Being interviewed and analyzing it
Deciding to accept or reject a job offer
The "getting ahead on-the-job game"
Resigning from a job
Losing a job
Understanding underemployment
Changing careers
Your paycheck and taxes
Banking, budgeting, and borrowing
Communicating effectively
Making Decisions
Your self-image and job effectiveness
Coping with emotions on the job

Each Module Includes:

An interactive presentation of information and instruction, and self-check exercises.

Automatically generated at the end of each module is:

A printout containing a content summary, suggested enrichment activities, and a list of helpful agencies and references.

A client/student record printout reflecting the name of the module, and user responses to each self-check question for that module.

User Record Sheets

TIPS Counselor Manual

CALL TOLL-FREE AT 1-800-342-9271 OR 1-904-488-0400 FOR A DEMONSTRATION OF TIPS OR WRITE TO:

MARSHA TURNER
TIPS FOR SUCCESSFUL EMPLOYMENT AND LIVING
CENTER FOR CAREER DEVELOPMENT SERVICES
FLORIDA DEPARTMENT OF EDUCATION
TALLAHASSEE, FL 32301

*TIPS software runs on either the TRS-80 Model III, TRS-80 Model IV, Apple II Plus, or Apple II E microcomputers. A line printer is recommended but not essential.

Description of TIPS Modules

The Job Search: From Preparing the Student for the Search Through Being Hired

1. "Preparing for Your Job Search"

   This module describes the reasons students need a support team during their job search and gives them tips on how to set up a support team. Also, they'll learn how to set up and use a job card file to keep track of information they learn during their job search.

2. "Planning for your Job Search"

   In this module, the students will learn how to use a 4-step planning process to plan the order in which they should accomplish tasks they must complete during their job search.

3. "Finding Job Leads"

   This module describes the variety of sources the students can use to find job leads and ways to effectively use the sources.

4. "Writing Your Resume"

   In this module, the students will learn the types of information they should include on their resume and ways to present the information to stress their best qualities.

5. "First Contact with an Employer"

   In this module, the students will learn how to handle asking for an interview during their first contact with an employer either by phone or by mail.

6. "Taking Pre-employment Tests"

   This module presents types of tests the students may be asked to take and strategies to use for taking the tests to improve their performance.

7. "Researching a Prospective Employer"

   This module discusses ways to learn about prospective employers' businesses and their personnel practices.

8. "Preparing for Your Interview"

   In this module, the students will learn the guidelines they should follow in preparing answers to questions they'll probably be asked during an interview. They'll learn about the questions they should be prepared to ask during an interview, also.

9. "Being Interviewed and Analyzing It"

   This module describes behaviors which are and are not appropriate during an interview along with 6 checkpoints the student should cover during every interview. Also, the students get a checklist to use to analyze how an interview went so they can see where they need to improve their interview skills for future interviews.

10. "Deciding to Accept or Reject a Job Offer"

    This module describes the factors on which the students should examine a job offer and develops a profile of their likes and dislikes for them to compare against job offers they get.

Once You're On-the-Job: Developing Good Work Habits and Job Changes

1. "Resigning from a Job"

   In this module, the students will separate good reasons for resigning from a job from reasons they should not use to resign from a job. Also, they will learn the proper steps to follow to resign from a job.

2. "Losing a Job"

   This module describes reasons the students may lose a job and the effects of the emotions they may feel after losing a job. They will learn about ways they can handle covering their expenses until they find a new job, too. In addition, the students will see the types of new information they should consider when searching for a new job.

3. "Understanding Underemployment"

   In this module, the students will learn what underemployment is, how people become underemployed, and the options they have if they find themselves in an underemployment situation.

4. "Changing Careers"

   This module will help the students learn to identify when a career change is needed. Also, they will be shown a process they can use to help them identify which new career would be best for them.

5. "Getting Ahead on the Job Game"

As the students progress through this game, they will see how their decisions on what actions to take in situations that come up on the job could have an effect on how they get ahead.

Enhancing Personal Life Skills: Managing personal finances, human relations, and job effectiveness.

1. "Your Paycheck & Taxes"

   This module describes the various deductions taken from the students paycheck. It also describes benefits or advantages they may receive as an employee. Finally, they will learn about taxes and how to get help or advice about taxes when they need it.

2. "Banking, Budgeting & Borrowing"

   This module provides information and tips on banking, budgeting and borrowing money.

3. "Communicating Effectively"

   In this module, the basic types and purposes of communication are presented. The students will also examine roadblocks to effective communication on the job and get tips for improving their communicating skills.

4. "Making Decisions"

   A six-step decision-making process is described in this module. The students will be shown how learning to use these steps can help them make better career decisions.

5. "Your Self-Image and Job Effectiveness"

   This module deals with how the students' self-image effects their job effectiveness and how conditions on the job influence the way they feel about themselves.

6. "Coping With Emotions on the Job"

   This module describes the major causes of distress at work and the types of emotions associated with distress. It suggests some techniques for successfully dealing with stress and distress in the working environment.

FLORIDA CHOICES is designed to complement programs already established by counselors or occupational specialists.

FLORIDA CHOICES can do this by using five different methods or routes to access millions of bits of career information on 1000 occupations.

CAREER FILE

EXPLORE route - gives users, based on their responses to twelve sets of variables, a list of occupations that may be of interest to them.

COMPARE route - compares two or three occupations simultaneously so that users can compare occupational similarities as well as differences.

RELATE route - gives users an opportunity to see what other occupations have related characteristics to those occupations which they have previously determined as satisfying.

SPECIFIC route - takes users directly to any occupation in the system they wish to consider, providing either total or specific information on that occupation.

JOB BANK route - helps users scan actual job openings throughout Florida by job title, location, or public/private sector. This feature is updated each day by the Florida State Employment Service and lists over 4000 job openings daily.

EDUCATIONAL/INSTITUTION FILE

The CHOICES Educational File was developed to assist students in making sound educational decisions. It contains information on Florida schools and their programs of study. Presently, a student may access information on a public University, Community College, or Vocational-Technical Center that he/she is interested in. The information available includes tuition costs, financial aid available, entrance or placement exams required, housing, student services, etc. Future components to the education file will be added throughout the coming year. The next component to be added will be "explore" route within the education file.

FLORIDA CHOICES (Mainframe Version) Service Package includes:

COMPUTER TIME - 24 hours/7 days per week use of computer time.

EQUIPMENT - necessary computer terminal and modem, paper, terminal ribbon, and maintenance for the terminal and modem, all telephone charges for long distance lines.

CHOICES CONSUMABLES - includes all consumable student/client use materials (guidebooks, index, etc.), all counselor materials (counselor's manual, terminal guide, slide-tape presentation, brochures, etc.)

CHOICES TRAINING - training workshops and local technical assistance for staff, as well as a toll-free HOT LINE for prompt action. (1-800-342-9271) and (1-800-342-0773, CHOICES Data Center)

CAPS

FLORIDA Cooperative Agency Placement System (CAPS) is a computerized system that matches the hiring needs of Florida employers with the skills of Florida graduates and a job placement system developed to help anyone with acquired skills find employment in occupations directly related to their field of study. Graduates from Florida's vocational-technical centers, community colleges, high schools, universities and public service agencies or retiring from military service, are aided in finding full-time employment through use of the system's computer.

There are four basic components to the system: employer, schools, persons seeking jobs, and the systems's product - HELP. Once a year, employers are surveyed to determine their hiring interests. Job seekers completing programs of study at participating schools complete a registration form that asks for their training background and where they can be reached for more information. From this information, the CAPS system produces HELP, a listing mailed to employers three times a year. This listing gives employers the information necessary to initiate employment contacts.

WHAT THE STUDENTS WILL NEED IN ORDER TO MAKE CAPS WORK FOR THEM

CAPS BROCHURE - describes the program and who it is designed to serve. Recommended distribution is to faculty, counseling staff, administrative personnel and local employers.

CAPS POSTER - An attractive poster to help advertise CAPS.

CAPS MANUAL - A short manual describing the various components of the program with instructions and recommendations for registering students and using CAPS at a school or agency.

CAPS INFORMATION SHEET - An attractive single page item describing the CAPS program. It is designed as a handout for students.

CAPS MATERIAL ORDER FORM - A form used to place orders for CAPS materials.

CAPS APPLICANT REGISTRATION FORM - An application form that registers a qualified person into CAPS for inclusion on HELP listings.

CAPS AGENCY REGISTRATION FORM - An application form that registers a school or agency into CAPS.

CAPS EMPLOYER REGISTRATION SURVEY FORM - A survey form that registers interested employers into the system and identifies their hiring interests.

HELP MAILING SCHEDULE - A schedule giving dates of HELP listing mailouts throughout the school year.

SAMPLE HELP LISTING - A sample of what a HELP listing looks like. It shows users what the employer receives.

All of the above materials are provided at NO CHARGE to participating CAPS agencies.

If your school/organization/business is interested in registering into the CAPS system, call, 1-800-342-9271.

CAPS continues to serve graduates of Florida secondary and postsecondary institutions and Florida employers. During August, 1983, over 4200 employers recieved a HELP listing matching their hiring needs with the skills of 6766 registered CAPS applicants.

Activities for the later part of this year for the CAPS staff will include an extensive update of the employer hiring interest datafile, re-registration of participating agencies, and revision of the applicant registration form to accomodate the system's new capabilities to include descriptive information to the employer on each applicant. The staff will also be considering ways to interact the CAPS program with the CHOICES network.

If all this sounds foreign to you, then you're due a CAPS update. Be sure to contact your CCDS regional representative for more information.

VIEW

FLORIDA VIEW is a client-centered career and educational information system. The acronym VIEW stands for Vital Information for Education and Work. The system disseminates up-to-date local and state-wide career information in an easy, cost-effective manner. Florida VIEW utilizes microfiche as a means to deliver the information.

Today, however, VIEW is being used by postsecondary institutions, vocational rehabilitation sites, employment service offices, private rehabilitation agencies and state correctional facilities.

WHAT MATERIALS ARE CONTAINED IN FLORIDA VIEW:

The **Career Card** which contains 6 pages of information on such topics as job duties, working conditions, personal, physical and emotional requirements, salary information, educational program descriptions, and Florida schools offering training for that career.

The **Training Card** which is the result of an extensive survey of over 400 public and private postsecondary schools in Florida. These schools include all public vocational/technical centers, community colleges and universities, as well as, private trade schools and private colleges and universities. This training card provides, at-a-glance, information on the school; the campus description; requirements for admission; financial aid; tuition and fees, as well as a complete listing of all programs and courses offered at the institution.

Accessing the information in Florida VIEW is done by utilizing these products:

The **Career Search Index** which contains complete listings of over 600 careers and 400 postsecondary training sites in Florida. In addition, several interest inventories and assessment tools have been coded to the occupations.

The **Careerbook** which is a guide book for clients interested in assessing their own interests, goals and skills and to compare that self-information with the career information found in Florida VIEW. The careerbook is designed to work separately or in conjuction with the Florida View Interest Survey.

The **Florida VIEW Interest Survey** which is a 133-question survey that lets clients examine their interests in nineteen different career clusters. This survey may be used separately or with the Careerbook.

The **Florida VIEW in Black & White** which is another product available for use with the microfiche information. The Black & White contains reduced paper copies of the original microfilmed copies. These materials can be duplicated for take-home use and for discussion with guidance counselors and occupational specialists.

The **Florida Post Secondary Directory** containing data elements from the Florida VIEW Training Card. Over 400 public and private postsecondary schools are represented in this directory.

For more information on this and other products for career development, contact: The Florida Center for Career Development Services, Knott Bldg., Tallahassee, FL 32301, or call 1-800-9271 or 904-488-0400.

WHAT TO INCLUDE IN A COURSE EVALUATION (RECRUITMENT)

Course_____ Location_____

We ask your cooperation in the design and implementation of this and other adult education programs. It is not necessary to sign your name to this evaluation.

1. As to the overall rating of this course, the program was:

   Good_____ Average_____ Poor_____

2. In your opinion, how well was this program organized?_____
   _____
   If you have any suggestions for improvement, please state.

3. What did you like most about this course?

4. What did you like least?

5. Do you feel the instructor presented the material in the best manner?
   _____
   _____
   If not, how might it be improved?

6. Do you think the material presented will help you in your work?
   _____
   _____

7. What other course offerings would you like from (school name)?
   _____
   _____
   _____

8. Having taken this course, would you advise a friend to take it?
   _____

9. Through what means were you informed of this course offering?

   Brochure ____ Radio_____
   Newspaper____ Other (please list)_____
   _____

Other comments you may wish to make:
_____
_____

THANK YOU

PUBLIC RELATIONS PROPOSAL OUTLINE

PART ONE: PROGRAM - Vehicles for Public Relations

Categories:

A. Publications
B. Public Media
C. Private Media Productions
D. On-site Presentations, Schools, etc.
E. Public Presentations
F. Sponsored/Co-sponsored Activities and Events
   1. on-site
   2. off-site
G. Alumni Association
H. Advertisement
I. Special Course Offerings and Short Term Institutes

PART TWO: PERSONNEL

Director
Manager
Assistants
Support Staff

PART THREE: MATERIALS AND EQUIPMENT

Access and Availability of:

A. Computer
B. Printing Facilities and Materials
C. Graphic Arts Materials
D. Photographic Equipment and Accessories

PART FOUR: FINANCIAL RESOURCES

Budget for:

A. Personnel
B. Supplies and Equipment
C. Travel
D. Other Direct Costs:
   Reproduction, Postage, etc.

PART FIVE: OTHER RESOURCES

Legislature
State Department
County Government

Private Organizations
Business
Special Interest
Charity
Foundations
Service Centers
Institutions of Higher Education
Professional Organizations

PART ONE - PROGRAM

VEHICLES FOR PUBLIC RELATIONS. This proposal delineates nine categories as potential vehicles for the promotion of public relations between the organization and the client population it serves. Each of the nine categories is incorporated in the statement of the objective for utilization of that vehicle. The proposal further outlines a set of proposed activities designed to meet the stated objective together with recommended time lines for execution of each activity. Transcending each of the nine categories in Part I as well as the subcomponents of Parts II, III, IV and V is an ongoing evaluation, feedback and follow up process as a measure of the program's effectiveness.

CATEGORY A - PUBLICATIONS

Objective 1 - To inform the institution's primary and secondary client groups of the institute's programs, operations, and other services through publications.

FREQUENCY: ACTIVITY A - June through August
ACTIVITY B - once per trimester

ACTIVITIES

A. School will publish and disseminate the institute's catalog to:

1. Primary client group, districts' school board members, superintendents, principals, counselors, and vocational instructors.

2. Selected districts of the second client group.

B. School will publish and disseminate pamphlets and brochures depicting the institute's programs, operation and other service to:

1. Primary client group, school district's personnel, students, and all registered taxpayers in those districts.

2. Selected secondary client group, school district's personnel, selected business organizations, and private organizations.

C. School will publish and disseminate a newsletter (monthly, quarterly, trimesterly, semi-annually) highlighting special courses, significant institute accomplishments, and issues of interest to:

1. Primary client group, school district's personnel, the lay community, legislators, commissioners, and high school students.

2. Selected secondary client group, school districts, lay persons, businesses, legislators, and high school students.

D. School will prepare and disseminate reports (quarterly, semi-annually and annually) on the institute's achievements of established objectives and attendant expenditures to:

1. School's board of directors, primary group community leaders, key private organizations among primary client groups, legislators representing target service area, and commissioners from target service area.

CATEGORY B - PUBLIC MEDIA

Objective 2 - To inform the primary and secondary client groups of school's program accomplishments and successes in the Technical-Vocational field.

ACTIVITIES

A. Newspapers - identify the high circulation and high coverage newspapers in the target area and identify the proper contact persons in that medium and keep a current list.

1. To disseminate properly written news releases on schools to the identified newspapers on a monthly basis.

2. To prepare proper photography to accompany news releases and editorials when applicable (Blk/W glossies).

3. To prepare properly written news-worthy articles for the editorial and informational sections of newspapers on a trimester basis.

B. Radio - identify the AM, FM commercial and non-commercial broadcasting stations and their (a) signal and (b) signal coverage, and identify the proper contact persons in that medium.

1. To disseminate properly written news releases on schools to the identified radio stations on a monthly basis.

2. To disseminate properly written news articles on schools for inclusion in radio "daily news" programs.

3. To prepare presentations of public interest on school for use in radio "talk show programs."

C. TV - identify the commercial and non-commercial TV broadcasting stations and their coverage area and identify the proper contact persons in that medium.

1. To disseminate properly written news releases on school to the identified TV stations on a monthly basis.

2. To disseminate properly written newsworthy articles on school for inclusion on TV "daily news" programs.

3. To prepare 35mm slides, video tapes, and graphics for use in TV presentations on "talk shows" as needed.

CATEGORY C - PRIVATE MEDIA PUBLICATIONS

Objective 3 - To inform the school's primary and secondary client groups of its organization, programs, and services utilizing appropriate audio-visual packets.

ACTIVITIES

A. School will utilize its private media productions (films, video-tapes, slides and cassettes, transparencies and cassettes, and posters) to present its organization, its training programs, and services to:

1. Primary and secondary target area community groups, business organizations, private organizations, public officials, school boards, school administrators, counselors, teachers, and students.

2. School will further utilize its private media productions in conjunction with objectives 2, 4, 5, 6, and 8.

CATEGORY D - ON SITE PRESENTATIONS

Objective 4 - To inform the school's primary and secondary client groups of its organization, programs, and services utilizing an on site presentations concept.

FREQUENCY: Monthly

ACTIVITIES

A. School will schedule and deliver on-site presentations to:

1. Primary client group and school personnel (superintendents, principals, counselors, teachers, and students).

2. Primary client group and community organizations (business, private, social, etc).

3. Alumni and secondary client groups.

CATEGORY E - PUBLIC PRESENTATIONS

Objective 5 - To inform the primary and secondary client groups of school's program accomplishments and successes in the Technical-Vocational field.

ACTIVITIES

A. Prepare a booth presentation with handouts on school during appropriate days.

B. Prepare and make presentations to designated service groups in the communities within the secondary target area.

C. Prepare and make presentations to the State Legislators in Tallahassee during the Legislative Session.

D. Prepare and make presentations to designated special interest groups.

E. Prepare and make presentations to other educational associations.

CATEGORY F - SPONSORED/CO-SPONSORED ACTIVITIES AND EVENTS

Objective 6 - To inform the primary and secondary client groups of school's organization, programs and services utilizing an on site and off site sponsored and co-sponsored activities concept.

ACTIVITIES

A. School will sponsor timely events (careers in Vocational Education Day, Alumni Day, etc.) on-site for:

1. Primary and secondary client groups, school administrators, school counselors, students, alumni, and employers.

B. School will co-sponsor informational and promotional activities with other community, school, business, private, and non-profit organizations within the primary and secondary target areas for purposes of extending and increasing its public relations and image among a broader professional spectrum and larger population.

CATEGORY G - ALUMNI ASSOCIATION

Objective 7 - To establish and promote the organization of an Alumni Association that will support the public relation efforts of school.

ACTIVITIES

A. Documentation about what kind of image your association would like to project to your various audiences.

B. Establish early the priorities of your association. These are the most important goals and objectives.

C. Identify a chairperson that will form a committee to establish the working by-laws of the Alumni Association.

D. Hold a meeting of persons interested in working in the association, and elect the necessary officers.

E. The association officers will establish a Public Relations Committee to work on the goals and objectives of the association.

CATEGORY H - ADVERTISEMENTS

Objective 8 - To inform school primary and secondary client groups of its organization, programs, and services utlizing advertisements as a vehicle.

ACTIVITIES

A. The School will disseminate information about its organization, programs, and services by placing advertisements in:

1. Newspapers with known circulation among its primary and secondary client groups.

2. Magazines with known circulation among its primary and secondary groups.

3. Radio stations with known audience among its primary and secondary client groups.

4. TV stations with well established viewing audiences among the primary and secondary client groups.

5. Special advertisements in conference programs and agendas.

CATEGORY I - SPECIAL COURSE OFFERINGS AND SHORT TERM INSTITUTES

Objective 9 - To inform the school's primary and secondary client groups of its organization, programs and services through special course offerings and/or short term institutes co-sponsored with an institution of higher education for purposes of meeting specific needs.

ACTIVITIES

A. School will design and deliver special content courses to its primary and secondary client groups that reflect:

1. Identified needs for training other than the normal course work offered through university programs.

2. Elaboration of particular concepts not normally covered in university courses.

3. The application of certain techniques of instruction recently advertised in the field.

4. Strategies and methodologies that would enrich existing pedagogical capabilities.

PART TWO - PERSONNEL

I. Director: (at least two years experience):

Must possess a demonstrated knowledge of the mass media and its ultimate relation to the public relations field;
Must know the PR field;
Must have experience in public broadcasting workings and knowledge of the laws governing public broadcasting;
Must have experience in television communications;
Must have experience in AM-FM radio communications;
Must be a capable journalist;
Must have experience in news reporting;
Must have experience in newspaper communications;
Must have some knowledge of photography;
Must have experience in staff management;
Must have ability to speak in public;
Must have script writing abilities.

II. MANAGER: (at least one year experience in):

All of the director's qualifications
Public speaking
Experience in staff management

III. ASSISTANTS:

Must have knowledge of laying out news copy for printing;
Must have knowledge of media graphic skills;
Must have Photographic abilities (35mm, 8mm, 16mm film)
Must have Video-taping skills
Must have Audio skills
Must have Editing of video tapes skills;
Must have Editing of 16mm film skills;
Must have Audio editing skills.

PART THREE - MATERIALS AND EQUIPMENT

Access and Availability of:

Computer
Printing facilities and materials
Graphic arts materials
Photographic equipment and accessories

PART FOUR - FINANCIAL RESOURCES

Budget For:

Personnel
Supplies and equipment
Travel
Other Direct Costs such as
Reproduction, Postage, etc.

PART FIVE - OTHER RESOURCES

Legislature
Federal and State Governments
County Government
Private Organizations:
Business
Special Interest
Charity
Foundations
Service Centers
Institutions of Higher Education
Professional Organizations

RECRUITMENT CALENDAR

PUBLICATIONS	ACTIVITIES	TIMELINE	ADDITIONS	PERSONNEL RESPONSIBLE	OTHERS
Objective 1-a	Catalogue	May-August	10/area High Libraries	Registrar, Counselors	
b	Pamphlets & Brochures	Once/ Trimester	Approximately 50 to each School District	P. R. Person/ Student Service Staff	
c	Newsletter	Monthly	Alumni Committee	Registrar, P. R. Person	
d	Reports	Once a year	Program Report President's Report and Budget Report	Director of Admissions	
Objective 2-a	Newspapers	Monthly/ Special need	Board Meeting Information and news release & campus	P. R. Person/ Student Service Staff	Recognize individual for achievement
b	Radio	Monthly News	Develop Presentations, Cassettes, Feature, Individual Programs Discussions, Pre-recording	P. R. Person	Need to identify a writer
c	Television News Release	Once a Month	Need to produce Media on Special Projects & in general	P. R. Person & Media Specialist	Need a Media Specialist
Objective 3-a	Private Media Production	Academic year	Posters by Dept.	P. R. Person	Post & Rotate in High Schools

RECRUITMENT CALENDAR (continued)

PUBLICATIONS	ACTIVITIES	TIMELINE	ADDITIONS	PERSONNEL RESPONSIBLE	OTHERS
Objective 4-a	Presentations	Monthly	Include school Administrators	P. R. Personnel other personnel	P. R. Person Schedule
Objective 5-a	Public Presentations	State Fair & other special occasions		P. R. Person & other school officials	Should include unique programs or other special Media presentations
b	Presentation to service groups	Once a month	Already included	P. R. Person & other school officials	
c	Presentation to State Legislators	Community Day	Include booths, Hor d'ouvers & posters	P. R. Person	
d	Presentation to special interest groups	Monthly	Has been addressed	P. R. Person	
e	Presentation to educational associations	Once a year	FEA, Administrators, Association of Community Colleges	P. R. Person & administration	
Objective 6-a	Sponsored activities	Special events	State Financial Aid Day	P. R. Person	
b	Co/Sponsored	Special events	High school homecoming parades, University Career Day, & Chamber of Commerce activities	P. R. Person	

RECRUITMENT CALENDAR (continued)

PUBLICATIONS	ACTIVITIES	TIMELINE	ADDITIONS	PERSONNEL RESPONSIBLE	OTHERS
Objective 7-a	School image.	Continuously	Consistency of Logo	P. R. Person	
b	Promote goals & objectives	Continuously		All Personnel	
c	Establish Alumni Association	Academic year	Contact Alumni for meeting & to establish leadership strategies	P. R. Person	
d	Persons to work	Academic year	Contact members	P. R. Person	
e	P. R. Committee	Academic year		P. R. Person	
Objective 8-a	Advertisements 1. Newspaper	Beginning of Trimester		P. R. Person	
	2. Magazines	Once a Trimester	Voc. Ed., NEA, FEA, AACJC Journal,	P. R. Person	
	3. Radio Stations	Beginning of Trimester		P. R. Person	
	4. TV Stations	Once a Month	Channel____	P. R. Person	
	5. Special	Special Occasions		P. R. Person	

RECRUITMENT CALENDAR (continued)

PUBLICATIONS	ACTIVITIES	TIMELINE	ADDITIONS	PERSONNEL RESPONSIBLE	OTHERS
Objective 9-a	Special Courses	Academic year	Workshops: Solar Energy, Windy Energy, Agriculture, Culinary Arts, Health tests, minor tune-ups, & Auto Analysis, Water Utilities Operation, Psychological technician's program, etc.	Staff	

A CASE in Point

ART HELPS COLLEGES REACH PEOPLE

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"There is obviously a great deal of hard work, long hours, deep thought, and productive accomplishment going on at a great many two-year colleges," said the judges who rated the community, technical, and junior college entries in the annual recognition competition sponsored by the Council for Advancement and Support of Education (CASE).

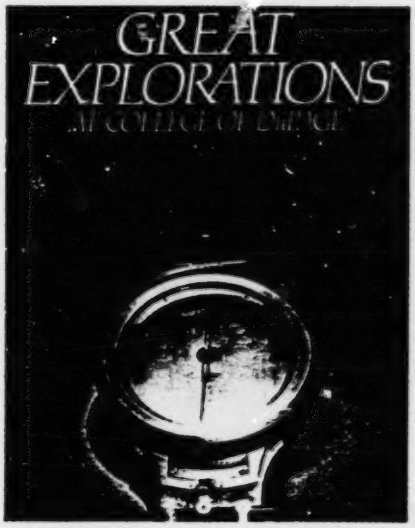
"With usually lean staffs and less-than-extravagant budgets, the publications being produced are commendable," the judges' comments, quoted in *CASE Currents* (October 1982) magazine, continued. "The winning entries effectively married copy and graphics to deliver the message."

Effective use of art, including the written word and graphics, is one of the key elements of a successful communications program for colleges trying to reach various targeted audiences. For this reason, the *Community and Junior College Journal* is featuring the CASE award winners in this issue highlighting arts and humanities in the colleges.

But outstanding art is not enough; the "judges saw an almost universal need to plan the emphasis, approach, and impact of various publications in a coordinated, strategic way," according to *CASE Currents*.

Grand Award

The grand award ($250) for two-year college communications went to the College of DuPage's publications staff headed by Bill Noblitt, public information director. Here, according to *Currents*, is how



the college tackled its problem of how to get information to potential students and the community as a whole:

"Two years ago the publications staff of the College of DuPage took a close look at the entire publications program. It discovered that the program was in the midst of an identity crisis. Recruitment pieces, in particular, were below standard and appeared fragmented.

"To find a remedy, staff members visited high schools, studied quarterly surveys of DuPage students, and interviewed admissions officers. When an admission staff member remarked that the college 'allows its students the time to explore who they are and where they're going in life,' the crisis was solved. 'Great Explorations' at College of DuPage became the theme of all college recruitment materials." (See pages 31 and 32 for black-and-white reproductions of some of DuPage's four-color publications.)

Noblitt has since left the College of DuPage, Illinois, to enter the private sector; the present publications staff is headed by Jim Herlihy, acting director, and includes Ruth Hallenstein, Cathy Harp, Kay Severinsen, and Bill Troller; and designers Jody Zamirowski and Dan Ciciora.

Exceptional Achievement

Three community colleges were singled out for exceptional achievement awards: LaGuardia Community College, New York; St. Louis Community College, Missouri, and San Diego Community College District, California, which was also the only community college to serve as a host for the competition judgings.

LAGUARDIA COMMUNITY COLLEGE

Bill Freeland, LaGuardia's director of communications, reports that the 10-year-old urban college has suffered due to a virtually nonexistent publications program during most of its life span:

"Its communications difficulties have been compounded by the fact that its audiences are particularly diverse—from corporate internship employees, on the one hand, to a potential student pool which is seriously handicapped in the area of basic skills (75 percent require remediation).

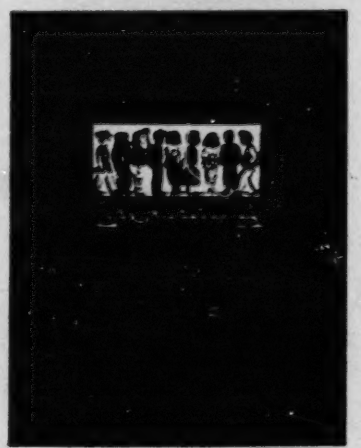
"The goal has been to quickly raise visibility, but through means which, due to our population's special needs, have required solutions somewhat different from those appropriate at most four-year, or even predominantly suburban two-year, colleges. Many of the approaches have been experimental, because it is clear that neither we, nor anyone else, have fully mastered the techniques needed to communicate with audiences for whom college study, or even literacy, are unfamiliar concepts. (Most of our students, for example, are the first in their families to attend a college.)

"Thus, we depend more on graphics, less on copy, than some colleges would be comfortable with. To increase visibility more quickly, we try to make our materials as much at home on a bulletin board as in a reader's hand.

"In terms of our immediate goals, most of the theory has worked for us extremely well. Our community, as well as the rest of the university (City University of New York with which LaGuardia is associated) and our politicians, is now considerably more aware of our presence and our priorities. In terms of some longer-range goals, building a stronger alumni association, for example, the jury will be out for some time." (See pages 32 and 33 for examples of LaGuardia's posters.)

LaGuardia's publications staff has won awards from the New York Art Directors Club, *Art Direction* magazine's Creativity 82 competition, University and College Designer's Association, and the Printing Industries of Metropolitan New York.

Freeland, a self-taught designer and former newspaper reporter, provides the basic conceptualization for the work and writes copy. He is assisted by Angela Cocchini-Griefen, design associate, and Randy Rader-Smith, reporter and staff photographer.



ST. LOUIS COMMUNITY COLLEGE

In 1976, the Junior College District of St. Louis-St. Louis County, Missouri, officially changed its name to St. Louis Community College. In conjunction with this name change, a set of graphic standards was adopted to promote public awareness of the college's new nomenclature, Sandy Nicholson, community relations assistant for the college, reports. "All of our publications now follow specific guidelines for editorial style, typography, layout, the use

Locating LaGuardia

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of color, and the use of the college name and signature. The objective is to create a graphic identity for St. Louis Community College and ensure uniform quality and style in all publications." (See page 34 for examples.)

The college's in-house staff handles all phases of production except for the printing of some publications that require the equipment of an outside printer. Staff members, headed by Robert H. Gaffner, director of community relations, include: Pam Swinford, assistant director of community relations; Nicholson, Bernadette Buscher, and Claudia Perry, community relations assistants; David Tornatore, community relations specialist; Doris Halles, designer; Jerry Seegers, Len Kroesen, staff photographers.

SAN DIEGO COMMUNITY COLLEGE DISTRICT

Ardys Heise is director of communications services for the San Diego Community College District, California, assisted by Kristin Tow. Examples of the CASE award-winning entries from the college include the *1980-81 Annual Report to the Community*, a 10-page illustrated tabloid; a *Financial Aid Bulletin*, and a newspaper supplement, "San Diego Community Colleges Mean Business," both tabloids; and several fliers. (These publications, however, were not suitable for black-and-white reproduction.)

Citations

Two community colleges received citations from CASE: Johnson County Community College, Kansas, and Mohawk Valley Community College, New York.

JOHNSON COUNTY COMMUNITY COLLEGE

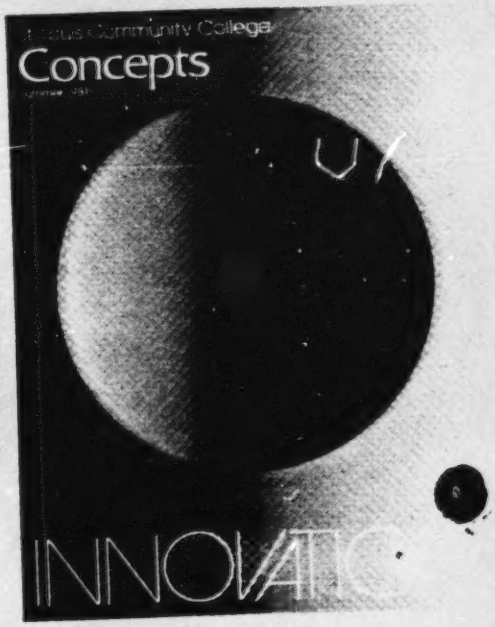
Coordinated bulletins and posters, special events posters such as the *Fall-Con V* piece celebrating the college's annual science fiction and fantasy convention, and a number of direct mail pieces and other promotional publications constitute the publications program which won a CASE citation for Johnson County Community College. (See pages 34 and 35 for examples.)

The work is written and coordinated by the public information office staff: Barbara A. W. Smith, director, and Marcia M. Dennis, editor. Graphic design is by Tim Barnhart and Tina Matsch, and photography is by Bret Gustafson.

MOHAWK VALLEY COMMUNITY COLLEGE

"One significant element of our publications program is the application of consistent, contemporary design guidelines," said Robert Lacell, public information director for Mohawk Valley Community College.

"We have adopted an official typeface (Helvetica) from which we deviate only



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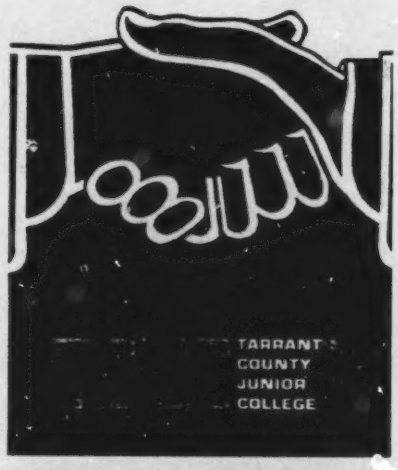

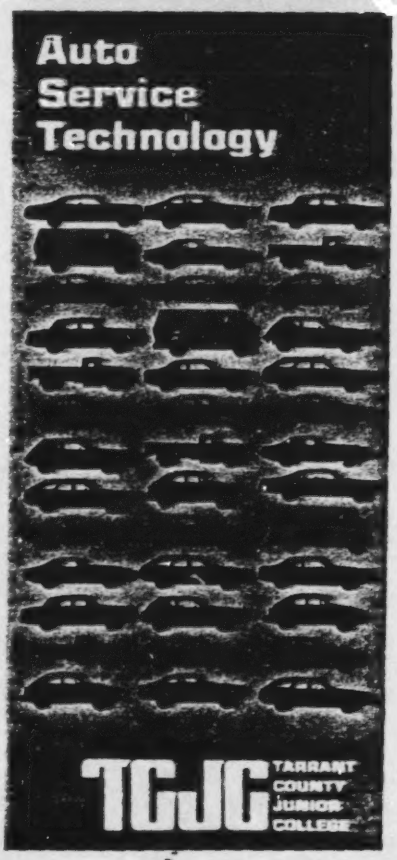

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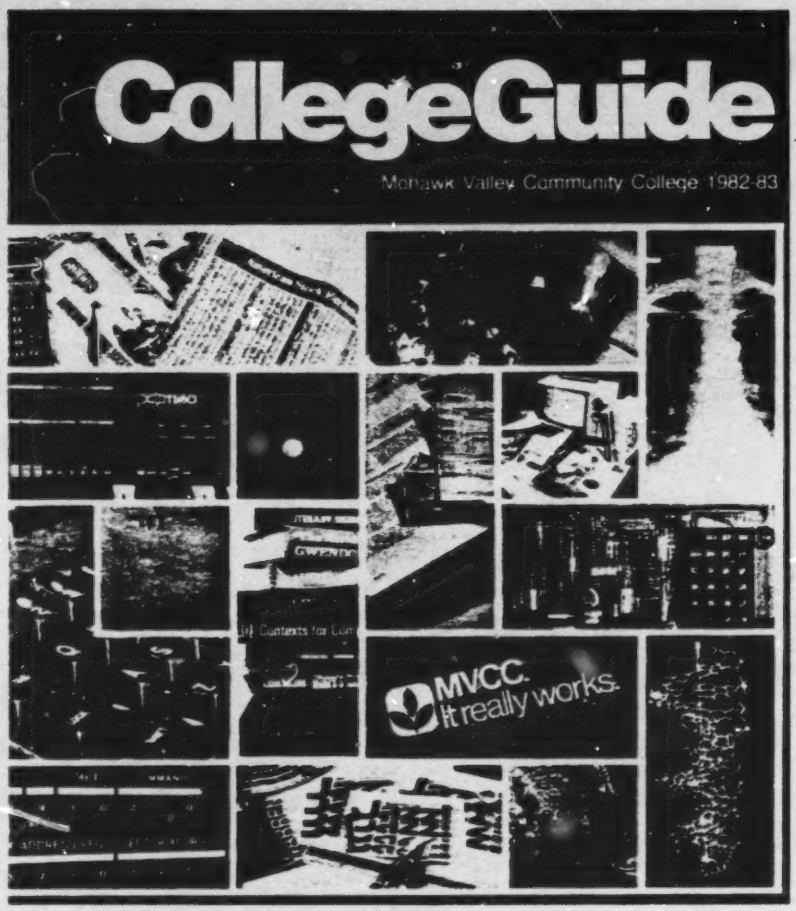

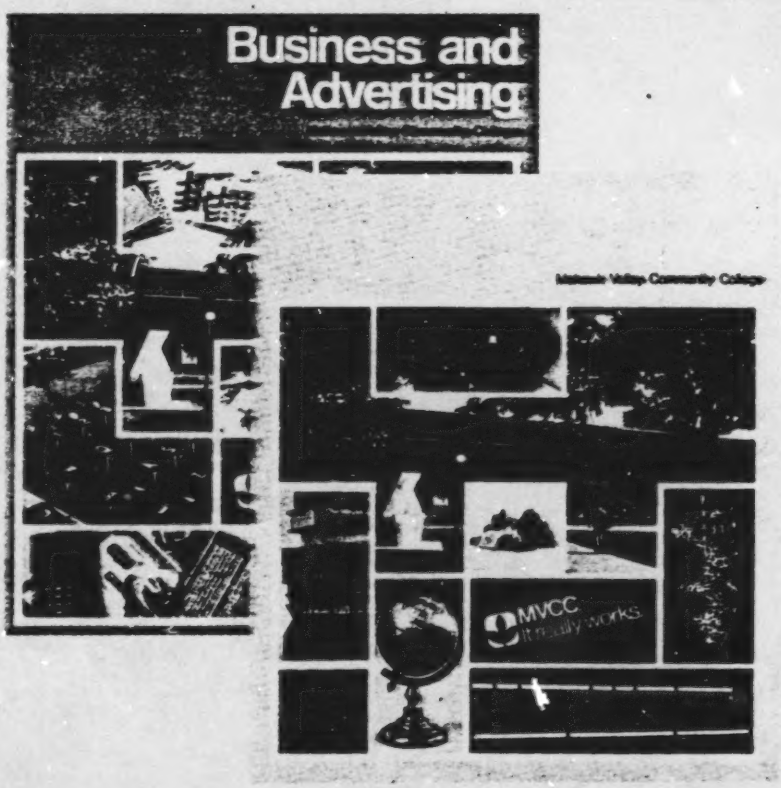

when we have a specific reason. We have adopted a college logo, and have specific rules on how it is to be used. . . . Student recruitment publications all carry the same verbal theme used in print and broadcast advertising: 'MVCC. It really works.' Each piece is designed, written, and edited to provide an attractive expression of quality, comprehensiveness, informality, and lively, interesting campus activities. Attention is given to completeness of information, as well as accuracy and ease of use.

"Cluster booklets are a recent innovation. Four of these booklets cover the entire range of full-time programs, and replace a much more cumbersome and inefficient system of separate brochures for each of the 35 different programs.

"The decision to profile clusters of content-related programs was based both in market research and printing economy. . . . Many student applicants had not pre-selected a specific program, but only a general career area, and needed to know about the full range of related opportunities. Also, producing the new booklets as a single project helped save us money, by ganging up the booklets on the press, under a single contract. It also became easier to coordinate research, writing, photography, and design." (See this page for examples.)

In addition to Lacell, other staff members are Linda Tressler, photographer, and Don Dempsey, designer.

Special Merit

Tarrant County Junior College, Texas, won a special merit award for its publications, all of which "are designed to have a 'family' look," according to Bill Lace, director of college relations. As in other college award-winning programs, Tarrant standardized its use of typeface and logo. "It's quite a challenge to maintain a family look to publications when you're dealing with output from three graphic shops (on the various college campuses)," Lace notes. (See page 35 for examples.)

Mary Galen Thomas, coordinator of publications, heads the program assisted by Sue Sanders, Muriel Bartholomew, Carolyn Ann Thompson, and Lynn Dally.

OTHER WINNERS

A number of community colleges won CASE awards in categories other than the two-year college communications category. These winners competed with the best work of four-year universities and colleges and more than held their own. Their citations will be listed in a special "Exemplary Sampler" department in a future issue of the *Community and Junior College Journal*. Winners are invited to send descriptions of their entries to Associate Editor Mark K. Winter. ■

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APPENDIX A

THREE SAMPLES OF NEWSPAPER ARTICLES

Night classes pay off for Paulos

When spring quarter graduation ceremonies were over Thursday evening at Indian Hills Community College, Nathan Paulos had completed the first step toward a long-sought goal.

Paulos, 31, of Ottumwa has earned his associate of arts degree by completing 60 semester hours of college credit through Indian Hills adult evening courses.

It hasn't been easy. He works for Ottumwa Water Works on its "pipe gang" hydrant crew.

"There were many evenings when I would come home really exhausted and then I had to go to class or study assignments," Paulos said.

A 1966 graudate of Ottumwa High School, he returned to the Ottumwa area after serving four years in the Air Force as an aircraft mechanic. He worked at Everco Industries and for John Morrell and Co. before he began with the waterworks in 1972.

"I had enrolled in several of the general interest courses offered through the adult education division," he said. "I have my real estate license. It was through Indian Hills I took a course in real estate sales."

Paulos began his college credit courses in the fall semester of 1974.

"I've always carried three or four courses every semester since then," he said. Each course earns two or three semester hours of credit. Classes are 15 weeks in length and meet for 30 or 45 hours.

Although he hasn't much free time, his wife Dixie has given him encouragement.

"I haven't taken all of my classes at the Ottumwa campus," he said. "I enrolled in an Indian Hills course offered at the Fairfield High School and I've taken some at the college's Lifetime Learning Center in downtown Ottumwa."

Of the 60 semester hours needed for the degree, 30 are required hours in English, speech, math and science, social studies and humanities. The remaining hours may be completed with elective courses.

"I guess I have enjoyed my courses in the psychology area the most," he said. "I've enrolled in as many psych-related courses as I could. The class atmosphere is great. People are there because they want to be there. . . .

"I'm happy I've graduated. Now I can begin contemplating where I will take my junior-and senior-level courses in pursuit of a bachelor's degree."

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Grace Wicks helps people in building a new life

By LEWIS DEBO
Information director
Indian Hills College

These are truly "golden years" for Grace Wick because she took the advice of a friend who urged her to "get out of your shell." She's having the time of her life as a volunteer one-to-one instructor at the Indian Hills Lifetime Learning Center, 105 N. Green St.

Some of the people she assists have missed, for various reasons, the very basics [illegible] dent in whom she takes particular pride is a man with a family who had been turned away from some of the simplest jobs because he could not read. With a program tailored to his own needs, he overcame the handicap and went on to the Indian Hills Ottumwa campus to train for a skilled occupation.

"It grows on me just to see these people building a new life," said Mrs. Wick. "If you've had a small part in it, you are wealthy."

Such is her pay for her service as a volunteer teacher. At the beginning a year or so ago, she just intended to work a few hours, but what she is doing gives her so much satisfaction that she's at the center daily from 9 a.m. until 3 p.m. The regular staff appreciates her so much that she has her own small office with her name above the door.

As the daughter of a Baptist preacher and the wife of a chautauqua man, Grace Wick was on the move during much of her life. She was born in Pennsylvania and came to Iowa at an early age. Her first teaching experience was at Rockwell City while taking normal training at Central University at Pella, now Central College.

She attended Drake and other colleges and received her bachelor degree in music from Parsons College in Fairfield in 1912. As a contralto soloist she was a performer in the chautauqua which her late husband, Herbert S. Wick, operated in partnership with Frank Travers. Later she taught school in various locations.

"Mr. Wick died in 1974 after an extended illness. We lost our two children, a boy and a girl, so I found myself very withdrawn until I discovered this opportunity," she said. "It's been a revival and I'm enjoying it very much."

It is Mrs. Wick's philosophy that every child has the right to be born into a home with loving care. Unfortunately, that and other measures of equality escape many people—but fortunately there are people like Grace Wick who do their best to make amends.

She's thoroughly sold on the principles of the Lifetime Learning Center—that learning is something to continue throughout life and that each individual should be given the opportunity to develop his greatest potential. At the Center they are treated as individuals, their instruction is tailored to meet their personal needs, and their schedules are arranged for them to utilize whatever time they have available.

"There is something very important about working with young people," she said. "I have great faith in youth. As you talk to them they are developing serious thoughts between facts and fancy. They are really trying. They are learning self confidence—that they can do something when they try. And what a thrill it is when they say, 'Thank you so much!'"

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Indian Hills GEDs graduate

The lady came to the platform, received a citation for outstanding service, then turned around and kissed the preacher who had given the invocation.

It was proper and appropriate, for the lady is Phyllis Bartruff, who was honored as the outstanding teacher recently when high school equivalency certificates were awarded by Indian Hills Community College to 137 men and women who qualified through the General Educational Development (GED) program during the past year.

The preacher is Phyllis Bartruff's husband, the Rev. Wayne Bartruff, pastor of the United Methodist Church at Fairfield.

Hers was one of two surprise awards made during the graduation program. The other was the "volunteer of the year" recognition given to Grace Wick of Ottumwa for her srevices at the Lifetime Learning Center. Five days a week she goes to the Indian Hills downtown center at 105 N. Green to tutor students.

A 1912 graduate of Parsons College, she says she came out of retirement to do something that she thoroughly enjoys.

Mrs. Bartruff is in her fifth year as a teacher in Adult Basic Education (ABE). The Bartruffs live at 205 N. Court in Fairfield and have five children ranging in age from 17 to 26.

She is a member of the Iowa Association for Lifelong Learning and also the ABE advisory committee.

Dr. Robert Benton, state superintendent of public instruction, congratulated the graduates for having realized that "we must start from where we are; we cannot start all over again from scratch." He said that 300,000 persons have been involved with the state's community colleges, about 10 per cent of the population.

Betty Ward, a native of Clarinda now with the U.S. Office of Education in Washington, was a guest at the graduation.

Ed Green, department chairman of adult education, awarded the diplomas. Dr. Stephen Poort, dean of instruction, introduced the speaker, ABE and GED instructors in the 10 counties of Area 15 were given special recognition.

A list of graduates was published earlier. Those who have qualified since then are:

Jenny Harper and Debbie Jack of Ottumwa; Michael Stone a[illegible] Bruce Thompson of Albia; Carolyn Long of Searsboro; Allen Lanser of Oskaloosa; Max Martin, Laura Martin, Olive Tomlin and Casey Dowd of Moravia; Rebecca Chapman and Neida Stevens of Seymour.

Also Eileen McGrann and Peggy Coady of Mystic; Carol Christy of Humeston; Pat Naill, Linda Wood, Richard Lindley, Terry Ryals and Edye Rogers of Centerville; Nettie Tuttle of Corydon; Juanite Terry of Cincinnat; Daniel Kurtz of Fairfield; and Charlene Ver Kuilen and Cinda Sadler of Livonia, Mo.

APPENDIX B

PUBLIC SERVICE SAMPLE RADIO SPOTS

20 SECOND SPOT

You can't build a solid future on a shaky base. If you "struck out" in your early years of school, you may need Indian Hills' new program "BASE for Everyday Living." Don't wait! Get your basic reading and math skills now!

Call 682-8081 and ask for Adult Education. That's 682-8081.

30 SECOND

Can't get to first base with your life? Maybe you didn't get the educational foundation you needed way back in the first few years of school.

If you'd like to get those basic skills now, a new program called BASE for Everyday Living may be for you. It's free and starting soon.

Call 682-8081 and ask for Adult Education.

30 SECOND

"Bunter Bob" can't seem to get to first base with his life. He can't keep his own checkbook or order things from a catalog or even get his driver's license.

Bob is one of the millions of adults in the United States who cannot read. He needs a teacher who will set up a program just for him.

Indian Hills Community College is now offering a free program BASE for Everyday Living for adults who need instruction in basic skills.

Call today for more information. Ask for adult education at Indian Hills, 682-8081.

60 SECOND SPOT FOR KBIZ

Did you miss out on your basic skills way back in elementary school? If so, you are not alone. Millions of adults don't have the skills needed to use a phone book, or complete an application form - to balance a checkbook or get a driver's license. Indian Hills has a new program called "BASE for Everyday Living." In this program, you help choose the "Basic Adult Skill Essentials" you feel you need. Then we help you get them.

Classes start the week of April 5 at Pickwick Library in South Ottumwa and at the Lifetime Learning Center in the old Y North.

Call and tell us about your educational needs. If this program isn't for you, maybe we have one that is.

Call 682-8081 and ask for Adult Education. That's 682-8081.

APPENDIX C

ADVERTISER (VOCATIONAL EDUCATION)/ADVERTISING AGENCY/MEDIA RELATIONSHIPS, THE ADVERTISING MEDIA PROCESS, AND MEDIA DATA SOURCES

Advertising media deal, for the most part, with two sources when selling their time or space. They negotiate directly with the potential advertiser, or they work through the advertiser's specialized representative known as the advertising agency.

There is no clear-cut nor universal situation that will determine whether or not the relationship will be directly between medium and advertiser or whether the advertising agency will be involved. However some reliable generalizations can be provided to assist in understanding the working practice.

In general, manufacturers deal with the media through their advertising agencies; retail store operators are more likely to be in direct contact with the advertising medium.

Also, generally, the majority of space purchased in consumer magazines, farm publications, business papers, and in network and national time sales by radio and television are contracted for by the advertising agency, acting as the purchasing representative for the advertiser.

Newspaper space is much more likely to be sold on a direct-to-the-advertiser basis if the advertiser is a local retail establishment, but the services of an advertising agency are likely to be involved if the advertiser is a national account such as a manufacturer not located in the immediate market served by the newspaper.

It is likely that most of the time purchases made on local television and radio stations are also handled by advertising agencies, even for retail accounts, because of agency expertise in matters of time buying, station audience evaluation and commerical production.

Another factor that influences the presence or absence of an advertising agency in the media-buying function is the so-called "commission system" — a media practice of allowing a discount to the advertising agency (generally 15 percent) off the listed rate for the time and/or space.

Almost all magazines, television and radio stations (and networks) provide a commission. This encourages advertisers to employ the services of an advertising agency for media-buying functions, because, at least in theory and generally in practice, the advertiser would end up paying the full published rate for time or space if purchased directly from the media. Therefore, the 15 percent discount allowed to agencies provides a

form of compensation to the agency for which the agency will provide services such as the creation of advertisements and media buying without additional charge (or at least for a reduced charge depending on the amount of commission income) to the advertiser. The commission system thus encourages and subsidizes the use of advertising agencies in the media-buying function.

Newspapers, on the other hand, generally have a double-rate structure. One is the local retail rate for which no commission or discount is allowed. There is no difference in billing whether the space is purchased directly by the advertiser or through the services of an advertising agency. In this case, the retail advertiser would have to pay additionally for the services of an advertising agency.

Most newspapers also have a "national rate" which runs from 15 percent to 40 percent higher than the local rate. This rate is charged to advertisers not classified as local retail operations. A 15 percent commission or discount is allowed to advertising agencies which place space orders on behalf of their national advertiser accounts. Thus, most of the space purchased for national accounts in newspapers comes through as advertising agency.

The outdoor-advertising industry (signs, posters, painted and illustrated billboards) and transit-advertising operators generally permit a 15 percent discount to advertising agencies.

Two comparatively recent developments in the field have tended to alter the traditional advertising relationships described above. One of them is a growing trend to abolish, or at least reduce, the commission system as a method of compensation of advertising agencies by their clients, in favor of a fee basis for payment.

In advertiser-agency relationships where this is occuring, the agency either credits the commission against its fees, or rebates it to the client. In response to this trend, some media units are now billing advertisers directly on the same basis that they bill agencies (published rates less 15 percent). Some observers predict that the traditional commission system will become extinct in a few years, but the majority of agency compensation is still based on commissions; most media units continue to follow the practice of granting the commission discount only to agencies.

The other development is the appearance of the media-buying service, an independent business operation which acts as yet another middleman between the advertiser and the media.

Composed for the most part of former advertising agency personnel, media-buying services claim to be able to negotiate and purchase space and time more efficiently and economically than the media departments of advertising agencies. This claim is based on the premise that this is the only function of the service and that it has become expert in media buying.

Whatever the value of the claim, some advertising agencies, particularly those that specialize only in creative services, have turned to media-buying services to provide this advertising function for their clients. Some advertisers have removed this responsibility from their agencies and are depending on the agency for creative work or other marketing functions and using the media-buying service for space and/or time purchases.

THE ADVERTISING MEDIA PROCESS

The first stage in the advertising-media process involves searching for information about consumers of the product or service itself and on the best market areas for the promotional effort. In addition, information about the marketing and advertising and media policies and practices of the primary competitors also can be gained at this time.

Then, the media evaluation, selection, and buying process can be divided into three distinct stages: plans, strategies, and tactics. In the planning stage the objectives are set: first come the overall marketing objectives; the advertising objectives are based on and correspond to the marketing objectives, and the media objectives are based on and correspond to the marketing and advertising objectives.

Only after the objectives are firmly considered and set can the strategic stage begin. The target markets and the target groups are established, and the general kinds of media to be used and their relative importance can be outlined. Then other audience and media considerations must be taken into account, along with the need for continuity within the media plan and between the media plans and the remainder of the marketing and advertising plans.

Tactical implementation involves the choice of the specific advertising vehicles and units to be used. Estimates and actual costs can be determined, and then the actual ordering and scheduling of time and space begins. It is important that this actual buying phase is the final step in the advertising media evaluation, selection and buying process.

The process is not completed, however. Certain outside factors can influence any media plan, such as changes by the competition, new regulations, raw materials shortages, and the like. Eventually the advertisements will appear in the media, and there will be some degree of impact on the audience and in the market. The measurement of this media contribution to the effectiveness of the overall advertising program is difficult but important to measure; it in turn becomes an input to the next campaign's media process.

MEDIA DATA SOURCES

GENERAL SOURCES:

Comparison of Advertising Volume of Major Media:

An annual compilation of dollar expenditures by advertisers in newspapers, television, radio, consumer magazines, farm publications, direct mail, business magazines, outdoor and miscellaneous media. The data include dollar expenditures, percentage of total dollar investment gained by each media type, and a comparison with the preceding year. Compiled by McCann-Erickson, Inc., advertising agency, and Advertising Age magazine.

SM (Sales Management) Metro Market Ranking:

An annual estimate of the population and rank of major metropolitan areas (as defined by the United States Bureau of the Census) prepared by Sales Management magazine.

Share of Television Market (ARB-ADI):

Shows the size, in millions of television households, and rank by percentage of total of U.S. television households of top 50 markets, based on the American Research Bureau measurement of Areas of Dominant Influence (ADI).

The Top 100 National Advertisers:

Shows the expenditures in major media by the top 100 national advertisers. Compiled annually by Crain Communications, publishers of Advertising Age magazine.

Sales Management Survey of Buying Power:

An annual compilation of population, income, and retail sales by metropolitan area produced by Sales Management magazine. The survey also computes a buying power index based on these factors which is one of the most widely used in the advertising field.

Editor & Publisher Market Guide:

An annual edition of Editor & Publisher magazine which provides market information including data on population, utilities, transportation, industries, and retailing in each community in which a daily newspaper is published.

LNA (Leading National Advertisers) Multi-Media Report Service:

Reports advertising expenditures by national advertisers in magazines, newspapers supplements, network television and radio, spot television, and outdoor. Data are compiled from Publishers Information Bureau on print expenditures, from Broadcast Advertiser Reports, Inc. for broadcast, and the Institute of Outdoor Advertising and outdoor plant operators.

Standard Directory of Advertisers:

A listing of companies involved in national advertising, their personnel involved in advertising, advertising expenditures and media used, and the advertising agency handling the account.

Standard Directory of Advertising Agencies:

A listing which includes all advertising agencies handling national accounts, with names of chief personnel and each agency's accounts. The Standard Directory of Advertisers and The Standard Directory of Advertising Agencies are published by the National Register Publishing Company, an affiliate of Standard Rate and Data Service.

SAMI (Selling Areas - Marketing, Inc.):

Provides data on the dollar volume and share of market of national brand grocery products (dry food and household, frozen and refrigerated foods, and health and beauty aids) sold in grocery stores in several major markets, based on the movement of these goods from warehouse to retail outlets.

NEWSPAPERS

Media Records:

Provides information on advertising activity by product and brand in daily and Sunday newspapers. Volume reported in advertising linage, not dollar expenditures.

MAGAZINES

LNA PIB (Leading National Advertisers - Publishers Information Bureau):

Reports monthly advertising schedules (space used and dollar investment) in national magazines by brand, product, and company.

BUSINESS PAPERS

Rome Report:

Provides information on advertising space and dollar investment in business and trade publications by products and companies.

TELEVISION

BAR (Broadcast Advertisers Report):

Comprehensive report on network television advertising by national advertisers, showing product and parent company activity by dollar volume, time used, network, and programs used.

BARCUME:

Similar to BAR, this source reports advertising activity in spot television (individual market).

RADIO

BAR Network Radio Service:

Same as report for network television advertising activity.

OUTDOOR

LNA Outdoor Advertising Expenditures:

Lists expenditures in outdoor-advertising by product, advertiser, and brand.

INTERMEDIA

W. R. Simmons and Associates:

Publishes monthly data on mass magazine audiences, including duplication and demographic data; also reports on television viewing habits of these magazine audiences.

Daniel Starch Consumer Market and Magazine Report:

Provides information on the demographic characteristics of households and primary readers of consumer magazines, farm publications, and syndicated supplements, with duplication of readership data.

T.G.I. (Target Group Index):

A syndicated service which provides product usage data by demographic and psychographic groupings, by television viewing, and magazine reading habits.

SAMPLES OF BUYING SERVICES

BROADCAST RATING SERVICES

ARB (American Research Bureau):

Provides network and local station audience rating and demographic data. Employs electronic device called ARBitron for diaries for local market reports.

A. C. Nielsen Company:

Nielsen Television Index provides a variety of national program audience data and network program ratings, employing diaries and a monitoring device called the Audimeter (R). Nielsen Station Index is a report on local market ratings, share of audience, and demographic data, collected by employing diaries.

The Pulse, Inc.:

Provides local market radio station audience estimates and reports on advertised brand awareness using personal interviews and program roster-recall method.

ESTIMATING GUIDES

B & B (Benton & Bowles) Media Guidelines:

A compact reference for estimating circulation or audiences and other media-coverage data, and cost information, as a preliminary step in the media-buying process. This is one of several such guides produced by advertising agencies.

STANDARD RATE AND DATA SERVICE

Business Publication Rates and Data

Consumer Magazine and Farm Publication Rates and Data

Direct Mail List Rates and Data

Network Rates and Data

Newspaper Rates and Data with Newspaper Circulation Analysis

Spot Radio Rates and Data

Spot Television Rates and Data

Transit Advertising Rates and Data

Weekly Newspaper Rates and Data

The above listed sources provide information on advertising rates, media personnel, production requirements, and in the case of periodicals, circulation data.

OUTDOOR ADVERTISING RATES

The Buyers Guide to Outdoor Advertising

Provides rate information on outdoor advertising, by city. Data compiled by the Institute of Outdoor Advertising.

APPENDIX D

********** DATE 07/13/84 TIME 14:16:34 STATION SRX03**********

W E L C O M E T O C H O I C E S !
(FLORIDA C.C.D.S. VERSION 5/18/84)

READ THE DIRECTIONS ON THE TOP OF YOUR TERMINAL. FOLLOW THESE DIRECTIONS EACH TIME YOU TYPE IN AN ANSWER. IF YOU ARE USING A TERMINAL WITH A VIDEO SCREEN, PLEASE WAIT UNTIL YOU SEE THE HIGHLIGHTED BAR AT THE TOP OF THE SCREEN BEFORE YOU TYPE IN YOUR ANSWER.
OKAY! NOW TYPE IN YOUR FIRST NAME.
====> FREDDIE
FREDDIE, HAVE I GOT YOUR NAME RIGHT? (Y OR N).
====> Y
IS THIS THE FIRST TIME WE HAVE TALKED WITH EACH OTHER? (Y OR N)
====> Y
HELLO FREDDIE. IT'S NICE TO WORK WITH YOU. I'M CHOICES. I WAS STARTED IN CANADA (BY THE EMPLOYMENT AND IMMIGRATION COMMISSION) AND BROUGHT TO FLORIDA BY THE CENTER FOR CAREER DEVELOPMENT SERVICES.
I CAN HELP YOU LOOK AT FLORIDA INFORMATION ABOUT EITHER:

1. CAREERS OR JOB OPENINGS - CAREER FILE
- OR -
2. EDUCATION OR TRAINING - EDUCATION FILE

PLEASE TYPE IN YOUR ANSWER NOW FREDDIE? (1 OR 2)
====> 1
THERE ARE FIVE WAYS WE CAN LOOK AT CAREERS.

1. EXPLORE. IF THIS IS YOUR FIRST TIME USING CHOICES, EXPLORE IS THE ROUTE FOR YOU! EXPLORE WILL GIVE YOU MANY JOB IDEAS, EVEN IF YOU HAVE A CAREER IN MIND. IT WILL ALSO ASK YOU QUESTIONS ABOUT YOURSELF.
2. SPECIFIC. THIS ROUTE WILL QUICKLY GIVE YOU FACTS ABOUT A CAREER YOU MIGHT BE THINKING ABOUT. IT WILL TELL YOU THE TYPE OF WORK DONE, EDUCATION NEEDED, AND OTHER INFORMATION AS WELL.
3. COMPARE. IF YOU HAVE TWO OR THREE CAREERS IN MIND, COMPARE WILL LET YOU LOOK AT THEIR EARNINGS, INTERESTS, DEMAND, SALARY, ETC., ALL AT ONE TIME.
4. RELATED. RELATED IS THE ROUTE FOR YOU IF YOU HAVE A JOB IN MIND AND WOULD LIKE TO FIND WHAT OTHER CAREERS ARE SIMILAR IN ONE OR MORE WAYS.
5. JOB BANK. JOB BANK WILL SHOW YOU REAL JOB OPENINGS TODAY IN THE STATE OF FLORIDA.

PLEASE TYPE IN THE NUMBER OF THE ROUTE YOU WOULD LIKE TO USE.
====> 1
OKAY FREDDIE. THERE ARE A NUMBER OF WAYS WE CAN LOOK FOR CAREERS WHICH MAY BE RIGHT FOR YOU. IN ALL OF THEM HOWEVER, I WILL BE ASKING YOU TO ANSWER SOME QUESTIONS. PLEASE CHOOSE YOUR ANSWERS VERY CAREFULLY.
WOULD YOU LIKE TO SEE THE LIST OF TOPICS YOU CAN USE IN "EXPLORE"? (Y OR N).
====> Y

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HERE ARE THE TOPICS.  TYPE IN THE NUMBER(S) OF THE TOPICS THAT ARE MOST
IMPORTANT TO YOU FIRST, THEN THE OTHERS YOU WANT TO EXPLORE. (PLEASE
TYPE A COMMA BETWEEN THEM LIKE THIS: 12,3,4,7,1 DO NOT TYPE A COMMA AFTER
THE LAST NUMBER)

     1  INTERESTS
     2  APTITUDES
     3  TEMPERAMENTS
     4  EDUCATION LEVEL
     5  ENVIRONMENTAL CONDITIONS
     6  FUTURE OUTLOOK
     7  EARNINGS
     8  HOURS OF WORK/TRAVEL
     9  PHYSICAL DEMANDS
     10 PHYSICAL ACTIVITIES
     11 INDOOR/OUTDOOR
     12 OCCUPATIONAL FIELDS
====> 4,6,11,12,
THE NUMBER OF YEARS OF EDUCATION YOU HAVE WILL AFFECT THE NUMBER OF CAREERS
YOU CAN ENTER FREDDIE.  USUALLY, THE HIGHER YOUR EDUCATION, THE MORE
OCCUPATIONS WILL BE OPEN TO YOU.
WHICH IS TRUE FOR YOU?

1. YOU ARE NOW IN SCHOOL (ANY EDUCATIONAL/TRAINING INSTITUTION AT ANY
   LEVEL)
2. YOU ARE NO LONGER IN SCHOOL
====> 1
OKAY THEN.  FROM THE LIST BELOW, PLEASE CHOOSE THE LEVEL OF EDUCATION
WHICH YOU NOW PLAN TO FINISH.  LATER, IF YOU WANT TO SEE HOW MANY MORE
JOBS YOU CAN ENTER WITH MORE EDUCATION, JUST CHANGE YOUR ANSWER FOR EDUCATIO
N LEVEL.
HERE IS THE LIST.  (PICK ONLY ONE NUMBER)
 1.  UP TO (NOT INCLUDING) GRADE 7
 2.  GRADE 7
 3.  GRADE 8
 4.  GRADE 9
 5.  GRADE 10
 6.  GRADE 11
 7.  GRADE 12
 8.  LESS THAN 1 YEAR AFTER HIGH SCHOOL
 9.  1 YEAR COMMUNITY COLLEGE/VOCATIONAL/TECHNICAL/TRADE SCHOOL
10.  1 YEAR UNIVERSITY
11.  2 YEARS COMMUNITY COLLEGE/VOCATIONAL/TECHNICAL/TRADE SCHOOL
12.  2 YEARS UNIVERSITY
13.  3 YEARS COMMUNITY COLLEGE/VOCATIONAL/TECHNICAL/TRADE SCHOOL
14.  3 YEARS UNIVERSITY
15.  4 YEAR BACHELOR'S DEGREE
16.  5 YEAR OR MORE, PROFESSIONAL OR GRADUATE DEGREE
PLEASE TYPE IN THE NUMBER OF YOUR ANSWER NOW.
====> 11
TOTAL: 1128    BEFORE: 1128    NOW: 874

WHAT SHALL WE DO NOW?
1. CHANGE YOUR LAST ANSWER
2. CHANGE AN EARLIER ANSWER
3.CONTINUE TO NEXT TOPIC IN "EXPLORE"
4. START "EXPLORE" OVER AGAIN
5. LEAVE "EXPLORE"
6. LEAVE THE SYSTEM
====> 3
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MANY PEOPLE WANT TO KNOW IF MORE, OR FEWER, WORKERS ARE GOING TO BE NEEDED
IN DIFFERENT CAREERS AS TIME GOES ON. THIS IS CALLED FUTURE OUTLOOK FREDDIE.
PLEASE CHOOSE HOW YOU FEEL ABOUT A JOB'S FUTURE OUTLOOK:

1.  YOU WANT A CAREER FOR WHICH THE NEED FOR WORKERS IS BECOMING LARGER.
    (REMEMBER, THERE AREN'T MANY JOBS LIKE THAT!)
2.  YOU WANT A CAREER FOR WHICH THE NEED FOR WORKERS IS STAYING ABOUT
    THE SAME.
3.  THIS ISN'T REALLY IMPORTANT TO YOU.  LET'S MOVE ON.
====> 1
TOTAL: 1128    BEFORE: 874    NOW: 81

WHAT SHALL WE DO NOW?
1. CHANGE YOUR LAST ANSWER
2. CHANGE AN EARLIER ANSWER
3.CONTINUE TO NEXT TOPIC IN "EXPLORE"
4. START "EXPLORE" OVER AGAIN
5. LEAVE "EXPLORE"
6. LEAVE THE SYSTEM
====> 1
OKAY. I HAVE ERASED YOUR LAST ANSWER FROM MY MEMORY. LET'S TRY AGAIN.
PLEASE LOOK AT THE LIST ON THE PRINTER, AND CHOOSE AGAIN.
====> 2
TOTAL: 1128    BEFORE: 81    NOW: 872

WHAT SHALL WE DO NOW?
1. CHANGE YOUR LAST ANSWER
2. CHANGE AN EARLIER ANSWER
3.CONTINUE TO NEXT TOPIC IN "EXPLORE"
4. START "EXPLORE" OVER AGAIN
5. LEAVE "EXPLORE"
6. LEAVE THE SYSTEM
====> 3
IN MANY OCCUPATIONS YOU WORK MOSTLY INSIDE FREDDIE. IN OTHERS MOST OF
YOUR WORK IS OUTSIDE. SOME JOBS HAVE BOTH INSIDE AND OUTSIDE WORK.  HOW
ABOUT YOU?
WHICH WOULD YOU LIKE TO DO?  (CHOOSE ONE)
1.  WORKING INSIDE (IN BUILDINGS, CARS, TRUCKS, ETC.)  THIS MEANS
    YOU WOULD WORK INSIDE MORE THAN 60% OF THE TIME
2.  WORKING OUTSIDE (IN ALL TYPES OF WEATHER) THIS MEANS YOU
    WOULD HAVE  TO WORK OUTSIDE MORE THAN 60% OF THE TIME
3.  WORKING PARTLY INSIDE AND PARTLY OUTSIDE (THIS MEANS YOU WOULD
    HAVE TO WORK BOTH INSIDE AND OUTSIDE EVERYDAY)
4.  EITHER INSIDE OR OUTSIDE, I DON'T CARE
====> 3
TOTAL: 1128    BEFORE: 872    NOW: 185

WHAT SHALL WE DO NOW?
1. CHANGE YOUR LAST ANSWER
2. CHANGE AN EARLIER ANSWER
3.CONTINUE TO NEXT TOPIC IN "EXPLORE"
4. START "EXPLORE" OVER AGAIN
5. LEAVE "EXPLORE"
6. LEAVE THE SYSTEM
====> 3
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10. ADMINISTRATION, MANAGEMENT AND BUSINESS
11. ENGINEERS, SURVEYORS AND ARCHITECTS
12. NATURAL SCIENTISTS AND MATHEMATICIANS
13. SOCIAL SCI, SOCIAL & RELIGIOUS WORKERS, LAWYER, JUDGE
14. TEACHERS, LIBRARIANS, AND COUNSELORS
15. HEALTH DIAGNOSING AND TREATING PROFESSIONALS
16. REG. NURSES, PHARMACISTS, DIETITIANS, THERAPISTS
17. WRITERS, ARTISTS, ENTERTAINERS, AND ATHLETES
18. HEALTH TECHNOLOGISTS AND TECHNICIANS
19. TECHNOLOGISTS & TECHNICIANS, EXCEPT HEALTH
20. MARKETING AND SALES OCCUPATIONS
21. CLERICAL OCCUPATIONS
22. SERVICE OCCUPATIONS
23. AGRICULTURAL, FORESTRY, FISHERS, HUNTERS
24. MECHANICS AND REPAIRERS
25. CONSTRUCTION, MINING AND DRILLING
26. PRODUCTION WORKERS AND MACHINE OPERATORS
27. TRANSPORTATION AND MATERIAL MOVING OCCUPATIONS
28. MATERIAL HANDLERS AND EQUIPMENT CLEANERS
29. MILITARY OCCUPATIONS
30. MISCELLANEOUS OCCUPATIONS

OR

96. I WANT TO EXPLORE 10 OR FEWER OF THE ABOVE FIELDS
97. I WISH TO SKIP THIS QUESTION AND GO ON

CAREER FIELDS SHOW YOU DIFFERENT GROUPS OF JOBS IN THE "WORLD OF WORK".
PLEASE REFER TO THE CAREER FIELDS PRINTED ON THE PRINTER.
IF YOU LIKE 10 OR FEWER CAREER FIELDS, FIRST SELECT 96. CHOICES WILL
THEN ASK YOU TO TYPE IN THE NUMBERS OF THE CAREER FIELDS YOU LIKE. IF
YOU LIKE MORE THAN 10 CAREER FIELDS, IT IS QUICKER TO TYPE IN THE NUMBERS
YOU WOULD NOT LIKE. TYPE IN YOUR ANSWERS NOW. (REMEMBER TO USE COMMA'S
BETWEEN NUMBERS)
====> 96
FINE. WE CAN SAVE SOME TIME BY DOING IT ANOTHER WAY. FROM THE LIST PRINTED
ON THE PRINTER, TYPE THE NUMBERS OF ONLY THOSE FIELDS WHICH YOU DO WISH
TO LOOK AT. (COMMA BETWEEN NUMBERS)
====> 23,24,26
TOTAL: 1128 BEFORE: 185 NOW: 71

WHAT SHALL WE DO NOW?
1. CHANGE YOUR LAST ANSWER
2. CHANGE AN EARLIER ANSWER
3.CONTINUE TO NEXT TOPIC IN "EXPLORE"
4. START "EXPLORE" OVER AGAIN
5. LEAVE "EXPLORE"
6. LEAVE THE SYSTEM
====> 3
HERE ARE THE TOPICS YOU HAVEN'T USED. PLEASE TYPE THE NUMBER(S) OF THE
TOPIC(S) YOU WANT TO USE NOW, (COMMA BETWEEN NUMBERS)

1 INTERESTS
2 APTITUDES
3 TEMPERAMENTS
5 ENVIRONMENTAL CONDITIONS
7 EARNINGS
8 HOURS OF WORK/TRAVEL
9 PHYSICAL DEMANDS
10 PHYSICAL ACTIVITIES

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====> 7,8,10,1,3
SOME PEOPLE THINK THAT EARNINGS ARE VERY IMPORTANT IN CHOOSING A CAREER.
OFTEN, OTHER FACTORS CAN BE MUCH MORE IMPORTANT IN BEING HAPPY WITH A
JOB FREDDIE.  I THINK YOU SHOULD BE AS OPEN AS YOU CAN ABOUT THE AMOUNT
OF MONEY YOU FEEL YOU WANT IN  A JOB.  EACH OF MY CAREERS HAS BEEN RATED
TO THE AVERAGE STARTING SALARY NORMALLY PAID TO ENTRY LEVEL WORKERS.
PLEASE CHOOSE THE LOWEST AMOUNT OF EARNINGS YOU WOULD ACCEPT AS A STARTING
SALARY.

 1.   $8,000- $9,999 PER YEAR    ($3.70- $4.81 PER HOUR)
 2.  $10,000-$11,999 PER YEAR    ($4.81- $5.77 PER HOUR)
 3.  $12,000-$14,999 PER YEAR    ($5.77- $7.22 PER HOUR)
 4.  $15,000-$17,999 PER YEAR    ($7.22- $8.66 PER HOUR)
 5.  $18,000-$20,999 PER YEAR    ($8.11-$10.10 PER HOUR)
 6.  $21,000-$23,999 PER YEAR   ($10.10-$11.54 PER HOUR)
 7.  $24,000-$27,999 PER YEAR   ($11.54-$13.47 PER HOUR)
 8.  $28,000-$39,999 PER YEAR   ($13.47-$19.23 PER HOUR)
 9.  $40,000 AND ABOVE PER YEAR ($19.23 PER HOUR AND ABOVE)
10.  I'M NOT SURE, LET'S GO ON
====> 4
TOTAL: 1128    BEFORE: 71    NOW: 36

WHAT SHALL WE DO NOW?
1. CHANGE YOUR LAST ANSWER
2. CHANGE AN EARLIER ANSWER
3.CONTINUE TO NEXT TOPIC IN "EXPLORE"
4. START "EXPLORE" OVER AGAIN
5. LEAVE "EXPLORE"
6. LEAVE THE SYSTEM
====> 3
HERE IS A LIST SHOWING DIFFERENT KINDS OF WORK SCHEDULES AND WORK TRAVEL.
PLEASE TYPE THE ONES BELOW YOU WOULD NOT LIKE TO WORK UNDER FREDDIE. (COMMA
BETWEEN NUMBERS)

1.  ROTATING SHIFT WORK
2.  IRREGULAR HOURS
3.  WEEKEND WORK
4.  OVERTIME WORK
5.  SEASONAL WORK
6.  WORK HAVING SOME TRAVEL
7.  ALL OF THE ABOVE
8.  I'M NOT SURE.  LET'S GO ON
====> 6
TOTAL: 1128    BEFORE: 36    NOW: 35

WHAT SHALL WE DO NOW?
1. CHANGE YOUR LAST ANSWER
2. CHANGE AN EARLIER ANSWER
3.CONTINUE TO NEXT TOPIC IN "EXPLORE"
4. START "EXPLORE" OVER AGAIN
5. LEAVE "EXPLORE"
6. LEAVE THE SYSTEM
====> 3
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SOME JOBS HAVE PHYSICAL ACTIVITIES WHICH SOME PEOPLE EITHER CANNOT OR
DO NOT WANT TO DO, FREDDIE.
FROM THE FOLLOWING LIST PLEASE CHOOSE THE ACTIVITIES WHICH YOU EITHER
CANNOT, OR DO NOT WANT TO DO REGULARLY IN YOUR WORK. (PLACE A COMMA BETWEEN
EACH NUMBER LIKE THIS:  3,12,5,1)

 1.  LIFTING
 2.  CARRYING
 3.  PUSHING/PULLING
 4.  CLIMBING/BALANCING
 5.  STOOPING/KNEELING/CROUCHING/CRAWLING
 6.  SITTING FOR A LONG TIME
 7.  STANDING FOR A LONG TIME
 8.  REACHING/HANDLING/FINGERING/FEELING
 9.  SPEAKING
10.  HEARING
11.  SEEING
12.  WALKING
13.  RUNNING
14.  SEEING DIFFERENCES IN COLOR
15.  I'M NOT SURE, OR I WOULDN'T MIND DOING ANY OF THE ABOVE
====> 15
OKAY, WE'LL SKIP "PHYSICAL ACTIVITIES" AND GO ON.
TOTAL: 1128    BEFORE: 35    NOW: 35

WHAT SHALL WE DO NOW?
1. CHANGE YOUR LAST ANSWER
2. CHANGE AN EARLIER ANSWER
3.CONTINUE TO NEXT TOPIC IN "EXPLORE"
4. START "EXPLORE" OVER AGAIN
5. LEAVE "EXPLORE"
6. LEAVE THE SYSTEM
====> 3
YOUR INTERESTS CAN BE VERY HELPFUL IN LOOKING AT POSSIBLE CAREERS FREDDIE
WE CAN DECIDE WHICH OF MY INTEREST FACTORS SEEM MOST SUITABLE FOR YOU.
PLEASE LOOK AT THE LIST BELOW AND CHOOSE THE INTEREST MOST IMPORTANT TO
YOU.  THIS CAN EITHER BE AN INTEREST YOU REALLY LIKE OR DISLIKE.

 1. WORKING WITH THINGS, NUMBERS OR OBJECTS
 2. WORKING WITH PEOPLE AS CLIENTS, CUSTOMERS OR PARTNERS IN
    BUSINESS OR GOVERNMENT
 3. DOING DETAILED, ORGANIZED WORK, FOLLOWING A REGULAR SET OF STEPS
 4. WORKING TO MAKE THE SOCIAL CONDITIONS OF OTHERS BETTER
 5. DIRECTING, PLANNING OR ORGANIZING WORK
 6. STUDYING OR SHARING IDEAS OR DATA ABOUT THE SUBJECT OF
    PEOPLE OR ANIMALS
 7. DOING WORK USING A SCIENTIFIC, TECHNICAL OR MATHEMATICAL
    APPROACH
 8. DOING CREATIVE OR ABSTRACT WORK
 9. WORKING WITH MACHINES, PROCESSES OR TECHNIQUES
10. DOING WORK IN WHICH YOU CAN SEE CLEAR RESULTS QUICKLY
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IF IT'S ONE YOU LIKE TYPE L AND THE NUMBER.  EXAMPLE: L3
IF IT'S ONE YOU DISLIKE TYPE D AND THE NUMBER.  EXAMPLE: D8
PLEASE TYPE YOUR FIRST INTEREST NOW.
====> L9,L2,L1,D3L5,L6L10
I DON'T UNDERSTAND YOUR ANSWER. PLEASE READ THE QUESTION CAREFULLY AND
ANSWER AGAIN.
====> L5
 TOTAL:1128          BEFORE:35          NOW:4

TOTAL = TOTAL NUMBER OF OCCUPATIONS IN CHOICES
BEFORE = THE NUMBER OF OCCUPATIONS YOU HAD BEFORE YOUR LAST
         ANSWER
NOW = THE NUMBER OF OCCUPATIONS YOU HAVE LEFT BASED ON YOUR
      LAST ANSWER
FOR THE AREA FLA.....
I THINK, BASED ON WHAT YOU'VE TOLD ME SO FAR, CAREERS LIKE THE FOLLOWING MIGHT MEET YOUR NEEDS:
   7100-065  MAINTENANCE SUPERVISOR (891.137-010)
   6950-205  REFINERY OPERATOR, PETROLEUM (549.260-010)
   5617-274  HORSE TRAINER (419.224-010)
   5522-205  GENERAL MANAGER, FARM (180.167-018)
HERE ARE YOUR ANSWERS WHICH I USED TO FIND THE OCCUPATIONS LISTED ABOVE.
THIS INFORMATION MAY BE USEFUL TO YOUR COUNSELOR.

%0000+00000%%%%%%0000000000%%%%%%0000000000%%%%%%0000000%%%%%%00000X%%%%00X%%%%0000000%%%%%0000000000000000%%%%%%02%%04%%%%%1
 1234567890      GVNSPQKFM     123456789XY      123456    123456    IOB   SLMHV    123456789ABCDE      FO  SR     ET
 INTERESTS       APTITUDES     TEMPERAMENTS     ENVIR.     HOURS    IN/   PHYS.      PHYSICAL
                                                COND.     TRAVEL    OUT   DEM.      ACTIVITIES

THE ABOVE CAREERS SEEM POSSIBLE TO ME AS I LOOK AT YOUR ANSWERS TO THIS
POINT. IF SOME OF THESE SEEM UNSUITABLE TO YOU, YOU MIGHT THINK ABOUT
CHANGING ONE OR MORE OF YOUR ANSWERS.

WHAT WOULD YOU LIKE TO DO NOW FREDDIE?
1.  CHANGE ONE OF YOUR ANSWERS
2.  GET INFORMATION ON ANY OF THESE OCCUPATIONS
3.  FIND OUT WHY AN OCCUPATION WASN'T LISTED
4. GO TO YOUR NEXT CHOSEN TOPIC IN "EXPLORE"
5.  START "EXPLORE" OVER AGAIN
6.  LEAVE "EXPLORE"
7.  LEAVE THE SYSTEM
====> 3
FINE. PLEASE TYPE THE 7-DIGIT NUMBER OF THE OCCUPATION YOU WANTED TO SEE
ON THE LIST.
====> 5514205
ANIMAL BREEDER (410.161-010).....IS THIS RIGHT?  (Y OR N).
====> Y
5514-205  ANIMAL BREEDER (410.161-010)
I DECIDED NOT TO SUGGEST THIS OCCUPATION TO YOU BECAUSE:


INTERESTS                 - YOU SAID YOU WANTED THE FOLLOWING INTEREST(S) WHICH I DON'T FEEL REALLY FIT THIS
                            OCCUPATION:
                          5 -DIRECTING, ORGANIZING OR    PLANNING AN ACTIVITY
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WHAT WOULD YOU LIKE TO DO NOW?  (SELECT ONE).
1.  FIND OUT WHY ANOTHER WASN'T LISTED
2.  CHANGE AN EARLIER ANSWER
3. CONTINUE TO NEXT TOPIC IN "EXPLORE"
4.  START EXPLORE OVER AGAIN
5.  LEAVE "EXPLORE"
6.  LEAVE THE SYSTEM
====> 3
TEMPERAMENTS OR, WHAT KIND OF DAY TO DAY WORK VALUES AND PERSONALITY YOU
HAVE, CAN GIVE USEFUL CLUES ABOUT CAREERS THAT MAY FIT YOU FREDDIE.
PLEASE LOOK AT THE FOLLOWING LIST OF TEMPERAMENTS.
 1. WORKING AT MANY KINDS OF DUTIES THAT CHANGE OFTEN
 2. DOING THE SAME KINDS OF THINGS OVER AND OVER BY FOLLOWING
    A SET OF DIRECTIONS
 3. FOLLOWING THE INSTRUCTIONS OF OTHERS
 4. WORKING BY YOURSELF AND TAKING RESPONSIBILITY FOR YOUR WORK
 5. CO-OPERATING WITH CO-WORKERS, HELPERS OR CLIENTS
 6. DIRECTING OR AFFECTING THE OPINIONS, ATTITUDES OR DECISIONS
    OF OTHERS.
 7. DOING JOBS THAT ARE STRESSFUL OR RISKY
 8. MAKING DECISIONS BASED ON PERSONAL KNOWLEDGE, PAST EXPERIENCE
    OR THE FACTS AVAILABLE
 9. MAKING DECISIONS BASED ON CONCRETE EVIDENCE USING A LOGICAL
    PROCESS
10. SHOWING YOUR FEELINGS, IDEAS AND PERSONALITY THROUGH YOUR WORK
11. MAKING YOUR WORK MEET STRICT  STANDARDS
PICK ONE TEMPERAMENT YOU EITHER REALLY LIKE OR ONE THAT YOU REALLY DISLIKE.
IF IT'S ONE YOU LIKE, TYPE L AND THE NUMBER.   EX: L3
IF IT'S ONE YOU DISLIKE TYPE D AND THE NUMBER.   EX: D7
NOW TYPE IN THE TEMPERAMENT YOU HAVE CHOSEN.
====> L6
TOTAL:1128          BEFORE:4          NOW:0

THAT ANSWER HAS REDUCED YOUR LIST OF OCCUPATIONS TO ZERO. HERE ARE YOUR
CHOICES  FREDDIE.  (CHOOSE ONE)
1.  CHANGE YOUR ANSWER(S) IN 'TEMPERAMENTS'
2.  CHANGE AN EARLIER ANSWER
3.  FORGET ABOUT 'TEMPERAMENTS' AND GO ON
4.  START "EXPLORE" OVER AGAIN
5.  LEAVE "EXPLORE"
6.  LEAVE THE SYSTEM
====> 1
OKAY, WHICH WOULD YOU LIKE TO DO?
1.  CHANGE YOUR ANSWER(S) ON THE TEMPERAMENT(S) YOU WOULD LIKE
2.  START "TEMPERAMENTS" ALL OVER AGAIN
====> 2
FINE. I'VE ERASED YOUR EARLIER ANSWER(S) IN "TEMPERAMENTS". WOULD YOU
LIKE TO SEE THE LIST OF TEMPERAMENTS AGAIN? (Y OR N).
====> Y
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HERE IT IS THEN:
 1. WORKING AT MANY KINDS OF DUTIES THAT CHANGE OFTEN
 2. DOING THE SAME KINDS OF THINGS OVER AND OVER BY FOLLOWING
    A SET OF DIRECTIONS
 3. FOLLOWING THE INSTRUCTIONS OF OTHERS
 4. WORKING BY YOURSELF AND TAKING RESPONSIBILITY FOR YOUR WORK
 5. CO-OPERATING WITH CO-WORKERS, HELPERS OR CLIENTS
 6. DIRECTING OR AFFECTING THE OPINIONS, ATTITUDES OR DECISIONS
    OF OTHERS.
 7. DOING JOBS THAT ARE STRESSFUL OR RISKY
 8. MAKING DECISIONS BASED ON PERSONAL KNOWLEDGE, PAST EXPERIENCE
    OR THE FACTS AVAILABLE
 9. MAKING DECISIONS BASED ON CONCRETE EVIDENCE USING A LOGICAL
    PROCESS
10. SHOWING YOUR FEELINGS, IDEAS AND PERSONALITY THROUGH YOUR WORK
11. MAKING YOUR WORK MEET STRICT  STANDARDS
OKAY, HERE WE GO AGAIN FREDDIE!
PICK ONE TEMPERAMENT YOU EITHER REALLY LIKE OR ONE THAT YOU REALLY DISLIKE.
IF IT'S ONE YOU LIKE, TYPE L AND THE NUMBER.   EX: L3
IF IT'S ONE YOU DISLIKE TYPE D AND THE NUMBER.   EX: D7
NOW TYPE IN THE TEMPERAMENT YOU HAVE CHOSEN.
====> 11
I DON'T UNDERSTAND YOUR ANSWER.  PLEASE READ THE QUESTION CAREFULLY AND
ANSWER IT AGAIN.
====> L11
TOTAL:1128          BEFORE:0          NOW:2

FOR THE AREA FLA.....
I THINK, BASED ON WHAT YOU'VE TOLD ME SO FAR, CAREERS LIKE THE FOLLOWING MIGHT MEET YOUR NEEDS:
    7100-065  MAINTENANCE SUPERVISOR (891.137-010)
    6950-205  REFINERY OPERATOR, PETROLEUM (549.260-010)
HERE ARE YOUR ANSWERS WHICH I USED TO FIND THE OCCUPATIONS LISTED ABOVE.
THIS INFORMATION MAY BE USEFUL TO YOUR COUNSELOR.

1234567890    GVHSPQKFM    123456789XY    12345a    12345a    IOB    SLMHV    12345c789ABCDE    FG  SR  I
INTERESTS     APTITUDES    TEMPERAMENTS   ENVIR.    HOURS     IN/    PHYS.    PHYSICAL
                                          COND.     TRAVEL    OUT    DEM.     ACTIVITIES

THE ABOVE CAREERS SEEM POSSIBLE TO ME AS I LOOK AT YOUR ANSWERS TO THIS
POINT. IF SOME OF THESE SEEM UNSUITABLE TO YOU, YOU MIGHT THINK ABOUT
CHANGING ONE OR MORE OF YOUR ANSWERS.

WHAT WOULD YOU LIKE TO DO NOW FREDDIE?
1.  CHANGE ONE OF YOUR ANSWERS
2.  GET INFORMATION ON ANY OF THESE OCCUPATIONS
3.  FIND OUT WHY AN OCCUPATION WASN'T LISTED
4.  GO TO YOUR NEXT CHOSEN TOPIC IN "EXPLORE"
5.  START "EXPLORE" OVER AGAIN
6.  LEAVE "EXPLORE"
7.  LEAVE THE SYSTEM
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BEST COPY AVAILABLE